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ABSTRACT

This volume contains the appendices to a study to determine which patterns of classrcom interaction and student characteristics were related to students' acquisition of oral proficiency in English. Participants were the English as a second language teachers and students at the West New York (New Jersey) Adult Learning Center. Student measures, a teacher questionnaire, a classroom observation lexicon, data processing methodology, a classroom factor pattern, and factor intercorrelation matrices are included. (MV)

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PR-77-5

THE EFFECTS OF CLASSROOM INTERACTION PATTERNS AND STUDENT CHARACTERISTICS ON THE ACQUISITION OF PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE

FINAL REPORT

VOLUME II

APPENDICES

By

Frederick J. McDonald
Meredith K. Stone
Allen Yates

With the assistance of
Barbara Foltin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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May 1977

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

FINAL REPORT
VOLUME II

APPENDICES

for

THE EFFECTS OF CLASSROOM INTERACTION PATTERNS AND STUDENT CHARACTERISTICS ON THE ACQUISITION OF PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE

Frederick J. McDonald

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APPENDIX A

STUDENT MEASURES

Student Information Sheet

Question	Original Code	Code for Analysis
Sex	M = 1, F = 2	M - 1, F = 2
Diploma	Yes = 1, No = 2	Yes = 1, No = 2
Age	Birthdate	Age as of 1/1/76
Education	Years of School	< 6 = 1; 6-7 = 2; 8-11 = 3; 12-15 = 4, > 16 = 5
Time in U. S.	Months	Months
Study of English in Former Country	Months	0 = 1; 1-12 = 2; 13-24 = 3; > 24 = 4
Study of English in U. S.	Months	0 = 1; 1-2 = 2; 3-4 = 3; 5-6 = 4; 7-12 = 5; 13-24 = 6; > 24 = 7
Country of Origin	Name of Country (N = 27)	Cuba = 1 Dominican Republic El Salvador Puerto Rico Guatemala Cost Rica = 2 Hondures Venezuela Portugal Brasil Columbia, Uraguay and Chili = 3 Argentina, Ecuador and Peru = 4 Spain, Italy, France, Greece, Isreal, Armenia = 5 Croatian, Yugoslavia, Poland, Romania, and Vietnam
Occupation	See Following Page	Workman, Laborer = 1 Household Worker = 2 Farm Worker = 3 Farmer = 4 Personal Service Worker = 5 Fireman, Guard, Policeman = 6 Semiskilled Worker = 7 Foreman, Skilled Worker = 8 Office Worker = 9 Salesman = 10 Business owner, manager, or official = 11 Technician or Professional = 12

ORIGINAL CODE FOR OCCUPATION QUESTION

01. Foreman: such as factory foremen, mine foreman.

02. Craftsmen or "Skilled" Worker: such as baker, boilermaker, bricklayer, carpenter, electrician, engraver, locomotive engineer, machinist, mechanic, plasterer, plumber, printer, roofer, sheet metal worker, stonecutter, tailor, tool and die maker, upholsterer.

03. Operator or "Semiskilled" Worker: such as apprentice, assembler, bus driver, delivery man, factory machine operator, miner, packer, truck driver, weaver, welder.

04. Workman or Laborer: such as car washer, fisherman, gardener, gas station attend nt, laborer, longshoreman, lumberman, werehouseman.

05. Household Worker in Private Home: such as cook, housekeeper, maid.

06. Personal Service Worker: such as barber, bartender, elevator operator hairdresser, hospital attendant, hotel maid, janitor, restaurant cook, usher, waiter.

07. Fireman, Guard or Policeman: such as detective, fireman, guard, policeman, sheriff, watchman.

08. Professional Man: such as accountant, actor, architect, artist, athlete, dentist, doctor, druggist, engineer, entertainer, funeral director, lawyer, librarian, minister, musician, nurse, reporter, scientist, social worker, teacher, veterinarian, military officer.

09. Technician: such as dental technician, designer, dietitian, draftsman, medical technician, photographer, radio operator, surveyor.

10. Farmer: such as farmer, rancher, sharecropper, tenant farmer.

11. Farm Worker: such as farm foreman, farm laborer, migrant worker.

12. Business Owner: such as contractor, restaurant owner, store owner, wholesaler.

13. Manager or Official: such as buyer in store, executive in large company, government official, office manager, sales manager, store manager.

14. Office Worker: such as bank teller, bookkeeper, cashier, dispatcher, messenger, office clerk, secretary, shipping clerk, telephone operator, ticket agent, typist.

15. Salesman: such as demonstrator, insurance salesman, real estate salesman, sales clerk in store.

16. Housewife

17. Unemployed

18. Student

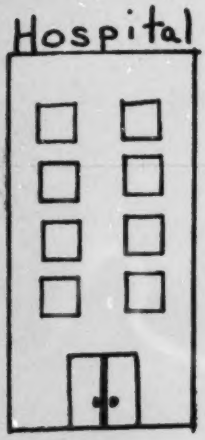
LITERACY TEST
(Instructions in English)

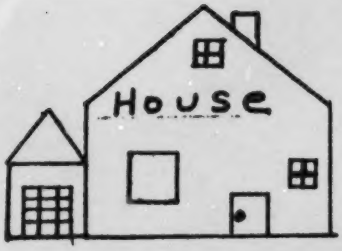
Literacy Test

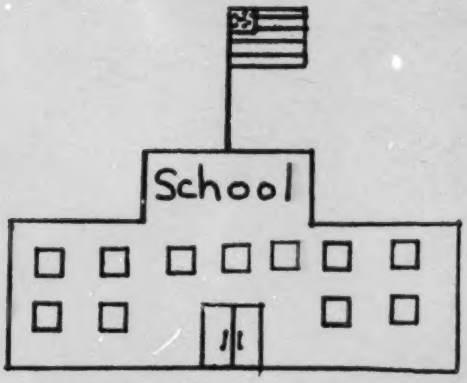
THIS TEST WAS DESIGNED TO TEST YOUR ABILITY IN UNDERSTANDING THE ENGLISH LANGUAGE.

ALL OF THIS TEST WILL BE CONDUCTED IN ENGLISH. NOW I AM GOING TO GIVE YOU AN IDEA OF HOW THE TEST IS DONE.

PUT A CIRCLE AROUND THE PLACE WHERE YOU COULD LIVE.







RIGHT. THE CORRECT ANSWER IS HOUSE.

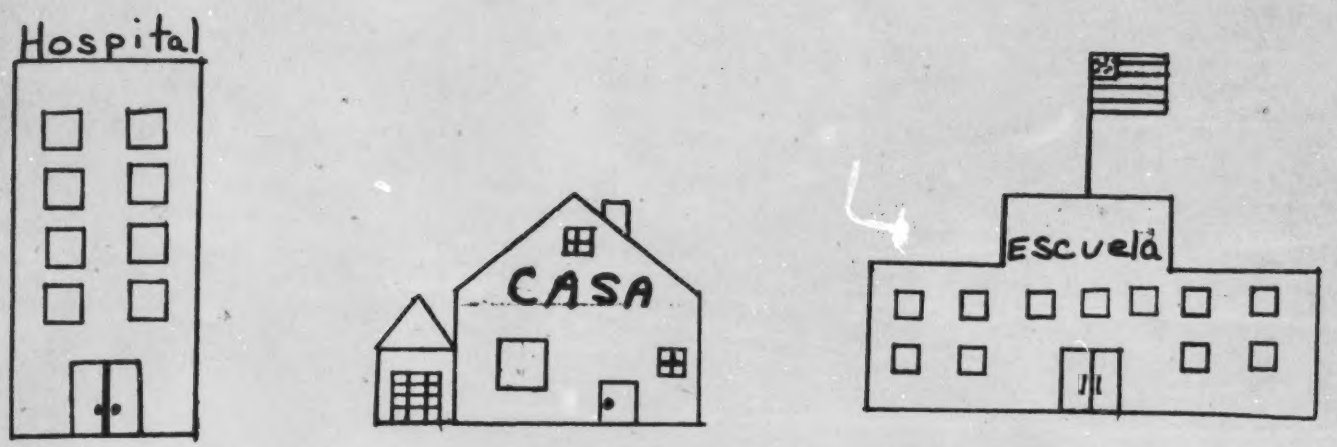
LITERACY TEST
(Instructions in Spanish)

Literacy Test

ESTE EXAMEN ESTA DISENADO PARA VER TODO LO QUE USTED COMPRENDE EN INGLES.

TODO EL EXAMEN SERA CONDUCIDO EN INGLES. AHORA LE VOY A DAR UNA IDEA DE COMO EL EXAMEN ES HECHO.-

PONGA UN CIRCULO ALREDEDOR DEL LUGAR DONDE SE PUEDE VIVIR.



CORRECT. LAS RESPUESTA ES LA PALABRA "CASA."

QUESTIONS FOR LITERACY ITEMS

LITERACY ITEMS: QUESTIONS

1. Circle the dog.

2. Circle the number two.

3. Circle the sign that tells you a school is nearby.

4. Circle the door you would go out if the building were on fire.

5. Place a circle around the bottle of liquid that would be safe to drink.

6. Look at the list. Put a circle around the phone number you would call if you were sick.

7. Put an X on the door you would open if you wanted to call up a friend.

8. Put a circle around the arrow you would follow if you were looking for a place to leave your car.

9. Look at the signs from some machines. Put a circle around the sign that would be on a machine selling something to drink.

10. Look at the notices taken from a newspaper. Put a circle around the notice offering food for sale.

11. Look at the application for employment. Put an X in the space where you would write your telephone number.

12. Look at the list of book titles. Circle the title of the book you would use to get information about fixing your car.

13. Read the announcement of the birth of a baby. Circle the name of the child.

14. Look at the list of things for sale. Circle how old the refrigerator is.

15. Look at the form. Put an X in the space where you would write your social security number.

16. Put a circle around the label that would be the best one to put on a box used to mail something easily broken.

17. Look at the driver's license. Put a circle around the date on which the license expries.

18. Look at the signs found on doors. Circle the door you would open if you wanted to put out a small fire.

19. Look at the information on the page. Circle the words that tell how often a car is stolen.

20. Look at the recipe for pan-fried fish. Circle how much flour should be used.

21. Look at the application for employment. Put an X in the space where you would write the name and address of someone to notify in case of emergency.

22. Look at the invitation. Circle the date of the bridal shower.

23. Look at the notice. Circle how old you must be to buy a handgun according to Federal law.

24. Look at the directions from two different types of fire extinguishers. Circle the extinguisher that may NOT be used on electrical fires.

25. Look at the map. Suppose a man enters Middletown from Route 47 and wants to go to York Road. Put an X on the map where he should turn off Main Street on to Cole Avenue.

26. Look at the calendar for October 1971. Put an X in the square on the calendar for the fourth Friday of the month.

27. Look at the directions for making a dress. Circle the paragraph that tells how to make a pattern longer.

28. Look at the form about a free rabies clinic. Suppose you want to have your dog inoculated on May 22. Circle where the clinic will be held on that day.

29. Look at the article "Safety at Beaches." Circle the section that describes what do do if a strong current is pulling you away from the beach.

30. Look at the information about revised postal rates. Circle the number of the section that tells how much postage is required to send an airmail letter to Puerto Rico.

31. Look at the information about DPT immunization. Circle the statement that tells you what DPT immunization protects your child against.

32. Look at the form on this page. Put an X in the space where you would write the name of the place where you work.

33. Examine the coupon from a cereal box which can be used for ordering a toy car called the "Stiletto." Check the box on the coupon that indicates you are sending in 3 special Johnny Lightning seals in order to get the car.

34. Look at the menu. Circle the day the restaurant serves french fried clams.

35. Look at the notice about changes in the school bus service. Circle the date on which the changes become effective.

36. Look at the application for employment. Put an X in the space where you would write your first name.

37. Look at the notice about a theater trip. Circle how much it would cost for the ticket and bus to see "On the Town."

38. Look at the label from a can of soup. Put a circle around the information that tells you what the soup is made from.

39. Look at the application for employment. Put an X in the space where you would write your permanent address.

40. Look at the information about Navy enlistment qualifications. Circle how old a woman must be to enlist in the WAVES.

41. Look at the article "Keep Pace With Traffic." Circle the sentence that tells what to do if the car behind you is too close to you.

42. Look at the money order form. Put an X in the space where you would write the name of the person who will get the money.

43. Look at the rental contract. Put a circle around the number of the section that tells who must pay to fix stopped-up drains and sewer lines.

44. Look at the instructions. Circle who will open the rear cabin door in an emergency.

45. Look at the article about pollen allergies. Circle the sentence that tells what people who have hay fever should NOT do.

46. Look at the instructions for making coffee. Circle how much ground coffee is needed to make 24 cups of strong coffee.

47. Look at the chart about counterdoses for poison. Suppose a child has swallowed rat poison containing arsenic. Circle the number of the correct counterdose procedure.

48. Look at the message. Circle what will happen if Mr. Ellis does not call Mr. Wright.

49. Look at the benefit guide for employees of the XYZ Company. Circle when the employee is eligible for Major Medical insurance.

50. Look at the short passage about water. Circle the sentence that tells the first reason given in the article for believing that life began in the sea.

LITERACY TEST

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4 7 2

KEEP
RIGHT

SIGNAL
AHEAD

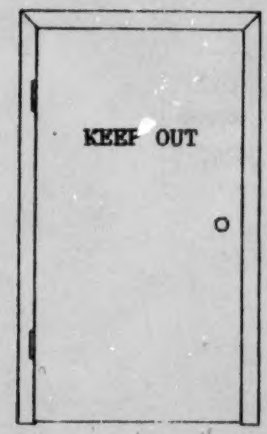
SPEED
LIMIT
25

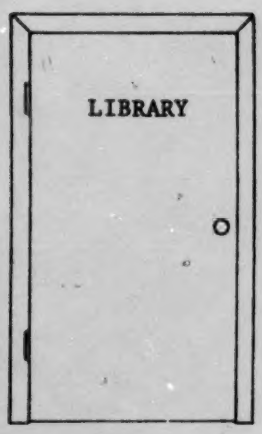
SCHOOL

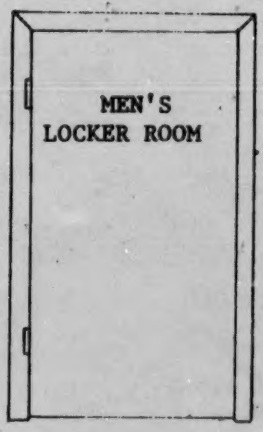
REDUCE
SPEED

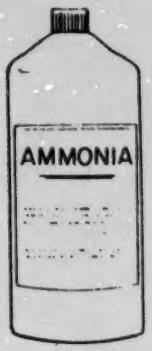
SLIPPERY
WHEN WET

FIRE
EXIT


KEEP OUT


LIBRARY

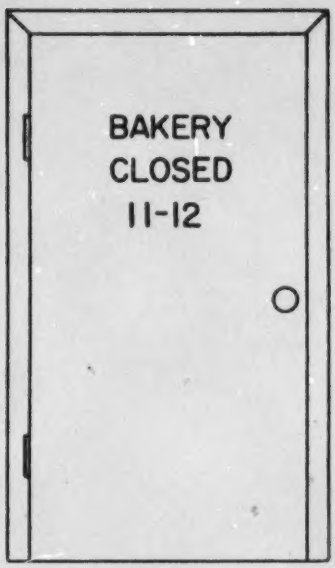

MEN'S
LOCKER ROOM

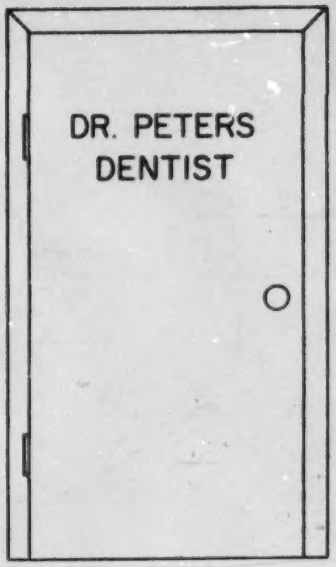

AMMONIA

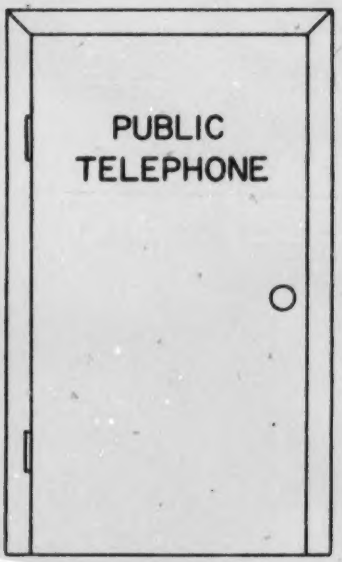
MILK

FLOOR
WAX

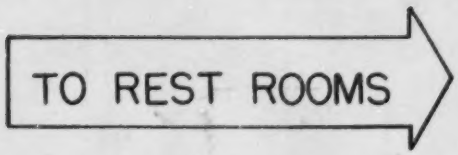
MIDDLETOWN HARDWARE	448-4778
MIDDLETOWN LIBRARY	448-5925
MIDDLETOWN MARKET	448-0540
MIDDLETOWN MEDICAL CENTER	448-4367
MIDDLETOWN NURSERY	448-1867
MIDDLETOWN RESTAURANT	448-1526
MIDDLETOWN SCHOOL	448-3771

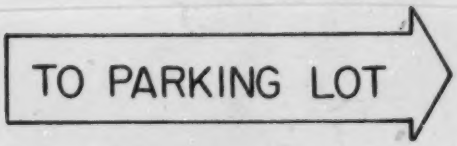

BAKERY
CLOSED
11-12


DR. PETERS
DENTIST


PUBLIC
TELEPHONE

LADIES
RESTROOM


TO REST ROOMS


TO PARKING LOT

TO PUBLIC TELEPHONE

CIGARETTES 50¢
DEPOSIT 2 QUARTERS

COLD SODA 20¢
DEPOSIT 2 DIMES ONLY
NO CHANGE GIVEN

POPCORN 15¢
DEPOSIT 1 DIME AND 1 NICKEL
NO QUARTERS

CANDY 10¢
DEPOSIT 1 DIME OR 2 NICKELS
NO CANADIAN COINS PLEASE

GUM 5¢
DEPOSIT 1 NICKEL
NO CHANGE GIVEN

FOR SALE - G. E. washer in excellent condition. Best offer accepted. K. Smith. 921-2012.

FREE - Calico kitten. Female. Two months old. Healthy and clean. C. Presepe. 921-2751.

WANTED - English bike. Used. In good condition and reasonable. G. Whitaker. 921-2155.

FOR SALE - Male chocolate Siamese kitten. 3 months old. $25. B. Miller. 921-2444.

FOR SALE - Four AKC Irish Setter pups. 8 weeks old. Best offer accepted. J. Rogers. 921-2381.

FOR SALE - 1967 Chevy Impala. Vinyl top. Air-conditioned. Power steering. AM-FM radio. $1500. B. L. Miller. 921-2397.

FOR SALE - 1964 Classic 770 Rambler. Exceptionally clean and reliable. $350. D. Thayer. 921-2541.

FOR SALE - Homemade cakes, cookies, sausages, farm-fresh eggs, home-smoked bacon. W. Laidlaw. 921-4432.

WANTED - Arts and crafts. Especially groovy garb. For sale on consignment in the new Ann Shop open evenings and Saturdays at 151 Seminary Ave., Hopewell. B. A. Steck. 921-2904.

FOR SALE - Set of twin beds. Antique maple wood. Box springs. Simmons mattresses. $150. S. Madsen. 921-2267.

FOR SALE - 1966 Mustang. V8 four-speed. Good condition. Must sell. Best offer accepted. N. Damecki. 921-2109.

FOR SALE - Garrard turntable. 40 MK II. Four-speed changer and player with new dust cover. Best offer accepted. S. Chirico. 921-2448.

FOR SALE - Volkswagen squareback. 1965. Very red. $750 asking price. V. Lloyd. 921-2667.

FREE - Nine pups, part bird dog. All will be small when grown. Available after July 23. R. Kohl. 921-2120.

WANTED - Second-hand golf clubs. Left-handed. L. Gerrity. 921-3238.

WANTED - Lovely girl desires female room-mate who has apartment or room with a family. Will do errands. E. Simon. 921-4245.

APPLICATION FOR EMPLOYMENT

DATE

(LAST) (FIRST) (MIDDLE) (MAIDEN)

NAME

LOCAL ADDRESS TELEPHONE NO.

ZIP CODE

PERMANENT ADDRESS HEIGHT WEIGHT

MARITAL STATUS SINGLE ☐ MARRIED ☐ DIVORCED ☐ WIDOWED ☐ SEPARATED ☐

NAME & ADDRESS OF PERSON TO NOTIFY IN EMERGENCY

NO. OF CHILDREN:

AGES:

FIRST NAME OF SPOUSE _____ PLACE OF EMPLOYMENT _____

EDUCATION	NAME & LOCATION OF SCHOOL	FROM	TO	COURSE OR MAJOR	YEAR GRAD	DEGREE
HIGH SCHOOL						
COLLEGE						
BUSINESS: OTHER SCHOOLS						
SPECIAL STUDY IF ANY						

AUTOMOBILE MECHANICS MADE EASY
BABY AND CHILD CARE
SMALL APPLIANCE REPAIR GUIDE
HOW TO MANAGE YOUR MONEY
THE HISTORY OF PUERTO RICO
FIELD GUIDE TO TREES AND FLOWERS
MODERN MATH FOR PARENTS

Mary A. Johnson and Charles B. Johnson
joyfully announce the birth
of a son
Anthony Joseph
December 12, 1971

MOVING SALE

REFRIGERATOR - 5 years old	$55
AM/FM RADIO - 2 years old	$30
PORTABLE TV - Brand New	$90
AIRCONDITIONER - 7 years old	$20
BEDROOM SET - like new	$350
DINING ROOM TABLE - 6 years old	$25
4 KITCHEN CHAIRS - 3 years old	$10 each

LOTS OF OTHER BARGAINS

CALL JOHN AT 242-2558

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

REQUEST FOR CHANGE IN SOCIAL SECURITY RECORDS

Form Approved Budget Bureau No. 72-R 121.

Read Instructions On Back Before Filling In Form. Print in dark ink or use typewriter.

SOCIAL SECURITY ACCOUNT NUMBER

DO NOT WRITE IN THIS SPACE

☐ DUP. ISSUED

1 IF REQUESTING NAME CHANGE Print NEW NAME HERE EXACTLY AS YOU WILL USE IT AT WORK — (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

2 Print YOUR NAME AS SHOWN ON YOUR LAST CARD — (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

3 DATE OF BIRTH — (Month) (Day) (Year)

4 BIRTH DATE PREVIOUSLY REPORTED (If different from Item 3)

5 PLACE OF BIRTH — (City) (County) (State)

6 SEX: MALE ☐ FEMALE ☐

7 MOTHER'S FULL NAME AT HER BIRTH (her maiden name)

8 FATHER'S FULL NAME (Regardless of whether living or dead)

9 DO YOU HAVE YOUR CARD? YES ☐ → IF "YES," ATTACH CARD ON BACK OF THIS FORM. NO ☐ → IF "NO," ENTER ACCOUNT NUMBER, IF KNOWN, IN UPPER RIGHT CORNER AND COMPLETE ITEM 11

10 WHERE AND WHEN DID YOU GET YOUR FIRST CARD? (State) (Year)

11 PRESENT MAILING ADDRESS — (Number and Street, Apt. No., P.O. Box, or Rural Route) (ZIP CODE)

12 TODAY'S DATE

13 TELEPHONE NO.

14 Sign YOUR NAME HERE (Do Not Print)

Form OAAN-7003 (2-69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

FRAGILE – HANDLE WITH CARE

THIS END UP

CONFIDENTIAL

PERISHABLE – KEEP REFRIGERATED

SPECIAL DELIVERY

AIR PARCEL POST

DRIVER LICENSE NUMBER

J0062 65168 12425

STATE OF NEW JERSEY
DIVISION OF MOTOR VEHICLES
DRIVERS LICENSE

EXPIRATION DATE	ISSUE DATE
JAN 31 72	DEC 23 70

REX H JACKSON
12 1/2 VANDEVENTL
PRINCETON N.J.

MO.	YEAR				FT	INCHES	RESTRICT	
12	42	5	M	3	6	00	00	4.00
BIRTH DATE		EYES	SEX	WT	HEIGHT		IF ANY	FEE

SIGN HERE X Rex H. Jackson

FIRE
EXIT

FIRE
EXTINGUISHER

FIRE
ESCAPE

FIREARMS
LOCKER

SERIOUS CRIMES	Nine every Minute
VIOLENT CRIMES	One every 48 Seconds
MURDER	One every 36 Minutes
FORCIBLE RAPE	One every 14 minutes
ASSAULT	One every 2 Minutes
ROBBERY	One every 2 Minutes
BURGLARY	One every 16 Seconds
LARCENY	One every 21 Seconds
AUTO THEFT	One every 36 Seconds

Crime in the United States is increasing at a dangerous rate according to the F.B.I. A particularly tragic facet of the crime and violence problem is the increasing involvement of young people.

Source — Federal Bureau of Investigation

PAN FRIED FISH

2 tbs. shortening	$\frac{1}{4}$ cup corn meal
3 lbs. fillets	$\frac{1}{2}$ cup flour
1 egg, slightly beaten	1 teaspoon salt
3 tablespoons milk	$\frac{1}{8}$ teaspoon pepper

Heat shortening in fryer over moderate heat. Cut fish in serving pieces. Dip in mixture of egg and milk and then shake in bag containing the corn meal and flour. Place fish in pan and leave over medium heat for 3 minutes; cover, reduce heat and cook 3 more minutes. Remove cover, sprinkle with salt and pepper, turn, and cook on second side an additional 3 minutes, raising the heat to medium and sprinkling with salt and pepper. Serve with wedges of lemon and a garnish of parsley or water cress. Serves 6.

Reprinted by permission.

APPLICATION FOR EMPLOYMENT

DATE

NAME (LAST) (FIRST) (MIDDLE) (MAIDEN)

LOCAL ADDRESS TELEPHONE NO.

ZIP CODE

PERMANENT ADDRESS HEIGHT WEIGHT

MARITAL STATUS SINGLE ☐ MARRIED ☐ DIVORCED ☐ WIDOWED ☐ SEPARATED ☐

NAME & ADDRESS OF PERSON TO NOTIFY IN EMERGENCY

NO. OF CHILDREN:

AGES:

FIRST NAME OF SPOUSE _____ PLACE OF EMPLOYMENT _____

EDUCATION	NAME & LOCATION OF SCHOOL	FROM	TO	COURSE OR MAJOR	YEAR GRAD	DEGREE
HIGH SCHOOL						
COLLEGE						
BUSINESS: OTHER SCHOOLS						
SPECIAL STUDY IF ANY						

There's a shower just ahead!
It won't be raining water,
But bridal gifts instead!

It's in honor of KERYN LAWSON

Will be held at 2502 LANVALE STREET
(HOME OF KATHY SMITH)

On AUGUST 20, 1971 at 7 o'clock

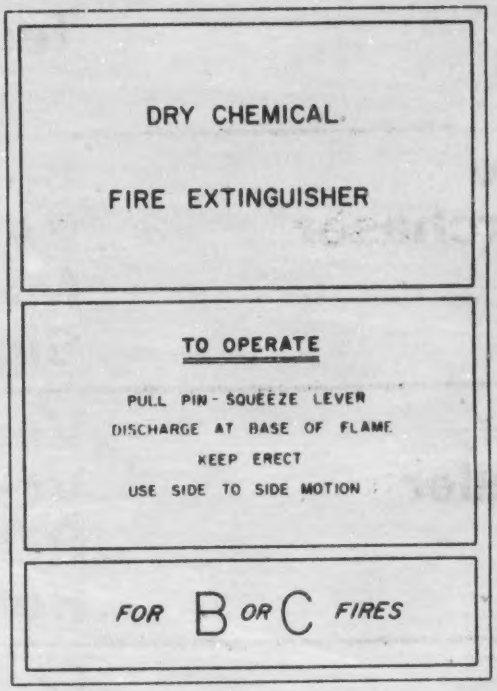
KITCHEN SHOWER - COLORS YELLOW & GREEN

R.S.V.P. BY AUGUST 17TH
448-4778

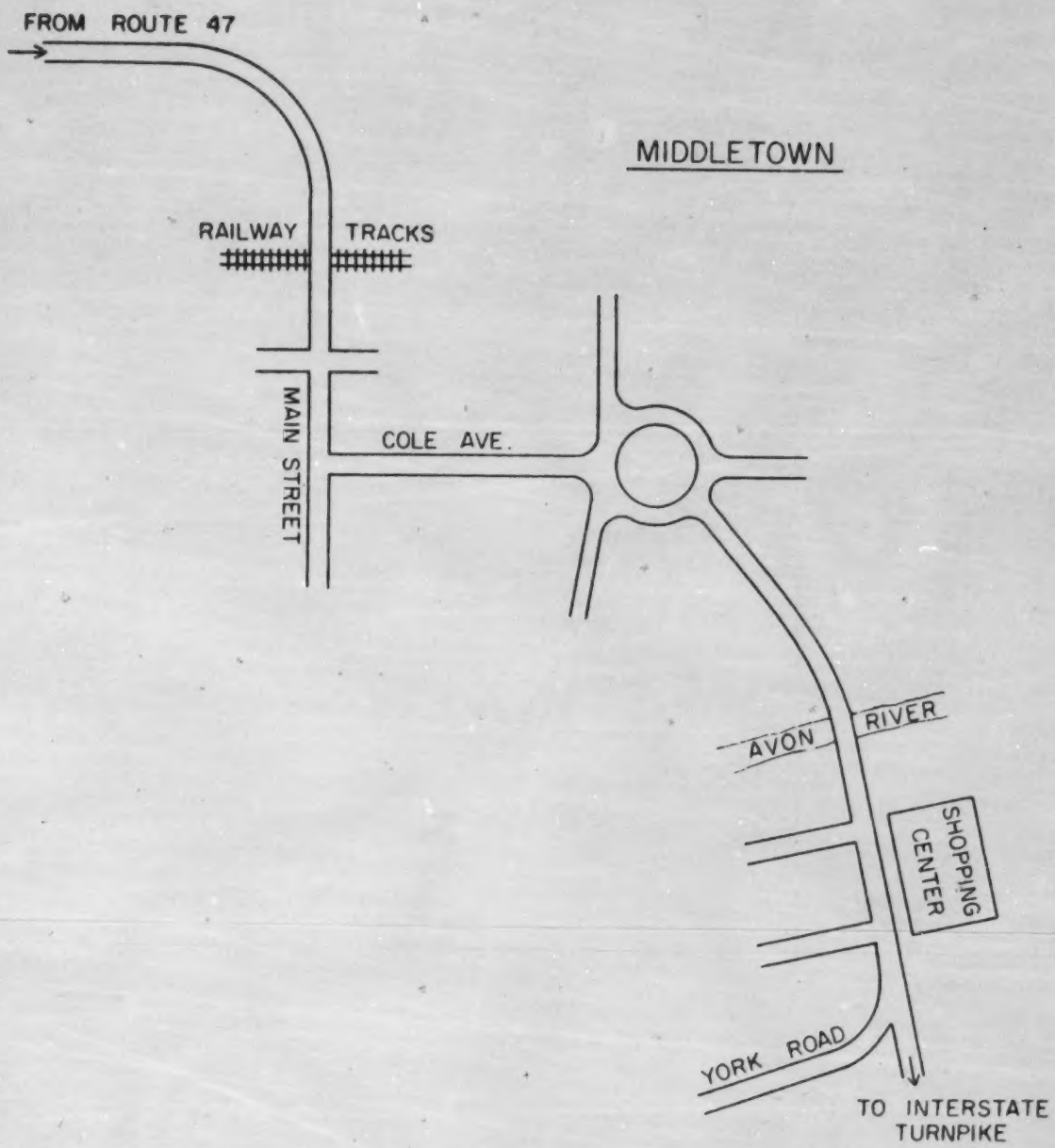
	For each firearm or ammunition sale the **federal law requires:**
The Purchaser	**. Be 18 for Long Gun or Ammo** **. Be 21 for Handgun or Ammo** **. Must Show Identification** **. Sign Form 4473 for Guns**
The Dealer	**. Verify Purchaser's Age** **. Verify Name and Address** **. Record Gun or Ammo Sale** **. Retain Records**
	Giving the dealer false information could result in a $5,000 fine, 5 years imprisonment or both.

FOR FIRE
TURN BOTTOM UP
AND PRESS DOWN
WARNING
DO NOT USE ON LIVE ELECTRICAL EQUIPMENT. EXTINGUISH FIRE PROMPTLY AND AVOID EXPOSURE TO SMOKE AND FUMES.
USE ON
FIRES
A
ORDINARY COMBUSTIBLES
WOOD • PAPER
TEXTILES • RUBBISH
DO NOT USE
ON ELECTRICAL FIRES
OR BURNING LIQUIDS

I


DRY CHEMICAL
FIRE EXTINGUISHER
TO OPERATE
PULL PIN - SQUEEZE LEVER
DISCHARGE AT BASE OF FLAME
KEEP ERECT
USE SIDE TO SIDE MOTION
FOR B OR C FIRES

II


FROM ROUTE 47
MIDDLETOWN
RAILWAY
TRACKS
MAIN STREET
COLE AVE.
AVON
RIVER
SHOPPING CENTER
YORK ROAD
TO INTERSTATE TURNPIKE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1971 SEPTEMBER 1971 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1971 NOVEMBER 1971 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30				1	2
3	4	5	6	7	8	9
10	11 COLUMBUS DAY	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31 HALLOWEEN	VETERAN'S DAY	NAVY DAY				

OCTOBER 1971

This pattern is made to body measurements with ease allowed for style. fit, and comfort. Check your back waist and dress length. If necessary, alter the pattern before placing it on fabric. Lengthening and shortening lines are indicated on pattern.

TO LENGTHEN: Cut pattern between printed lines. Place paper underneath. Spread pattern the necessary amount and pin to paper.

TO SHORTEN: At the printed line, pin a pleat half the amount to be shortened. (i.e. $\frac{1}{2}$" deep to shorten 1".)

Press fabric. Unless fabric is preshrunk, shrink before cutting.

STRAIGHTEN ENDS: Clip one selvage and tear fabric or pull a crosswise thread and cut across fabric.

STRAIGHTEN UNEVEN GRAIN: Pull fabric on the bias in opposite direction until crosswise threads are straight and squared with selvages. This cannot be done on permanent finish fabrics.

ANTI-RABIES CLINIC

Owner's Name _____ Dog's Name _____

Address _____ License No. _____

_____ Tel. _____ Sex _____ Breed _____

Vaccine No. _____ Color _____

Frankling Township Health Department will hold a FREE ANTI-RABIES CLINIC on the following Saturdays:

DATE:		PLACE:
May 8, 1971	2-4 p.m.	Frankling Park Fire House Highway No. 29, Frankling Park
May 15, 1971	1-4 p.m.	Frankling High School Grancis Street, Somerset
May 22, 1971	1-4 p.m.	Police Department Garage Oldcod Street, Middlebush

The state continues to report bat rabies and nearby states have reported rabies in domestic animals, thus protection for your pet continues to be important.

Note: All dogs must have rabies inoculations prior to licensing in the Township of Frankling.

Please cooperate and have your pet on a leash and accompanied by an adult.

BRING THIS CARD WITH YOU and fill in the information requested.

JOHN DOME Health Officer

Safety at Beaches

Swim in areas supervised by a lifeguard.

Never swim alone.

Check with a lifeguard regarding beach and surf conditions before swimming.

Report any unsafe beach condition to the lifeguard.

If you are being pulled offshore by a rip current, do not panic and do not try to buck the current. Swim parallel to shore across the current and, once free, then swim to shore.

Never fake trouble or calls for help.

Never substitute the use of floating devices for swimming ability.

Do not use breakable objects on the beach and if any are found, pick them up and dispose of them for your own protection and the safety of others.

Do not dive into unknown water or into shallow-breaking waves.

Do not overestimate your ability by attempting long-distance swims. Swimming parallel to shore is safer and just as much exercise.

Continue supervision of small children even where there are lifeguards.

Do not swim close to piers or pilings.

Avoid sand throwing or any kind of horseplay.

Do not engage in unnecessary conversation with a lifeguard.

Effective July 1, international postage rates will be revised. Major provisions of the new international rates are:

1. Airmail letters to Central and South America, Puerto Rico, Bahamas, Bermuda and St. Pierre and Miquelon go from 15¢ to 17¢ a half ounce.

2. Airmail letters to other countries will be 21¢ per half ounce. This flat 21¢ rate is a 1¢ increase over the present rate for airmail letters to Europe and North Africa, but 4¢ decrease for other countries, including most of Africa, Asia, Australia and the Pacific area.

3. Rates on surface letters to all countries (except Canada and Mexico) go from 13¢ to 15¢ for the first ounce.

4. Rates on air parcel post to all countries except Canada and Mexico go up a flat 10 percent over present rate schedules.

5. Rates on surface parcel post to Canada, Mexico, Central America, and the Caribbean go from the present $1 to $1.20 for the first two pounds and from 30¢ to 35¢ for each additional pound or fraction of a pound.

6. Rates on surface parcel post to other countries go from $1.10 to $1.30 for the first two pounds and from 35¢ to 40¢ for each additional pound or fraction of a pound.

7. Rates on international aerograms and airmail postcards used for countries other than Canada and Mexico increase from 13¢ to 15¢ each.

Airmail and first-class letters and cards to Canada and Mexico retain their domestic rates enacted on May 16.

Reply-paid cards will no longer be acceptable in international mail.

Mail to servicemen overseas is not affected by these international rate changes; domestic rates still apply.

STATE DEPARTMENT OF HEALTH
MATERNAL AND CHILD HEALTH PROGRAM

INFORMATION ABOUT DPT IMMUNIZATION

1. Your child has just received his 1st injection immunizing him against Diphtheria, Whooping Cough and Tetanus. (DPT).

2. He must receive 3 injections to complete the immunization. These should preferably be given at 4 weeks' intervals.

3. One year from completion of this series he is due for a booster injection to bring his immunity up to its highest point again.

4. A booster injection is then given in 3 to 4 years.

5. Occasionally the child may have fever or crankiness following the injection. This will not last longer than 36 hours. If this happens:

   a) Give $\frac{1}{2}$ tablet(s) of Baby aspirin ($1\frac{1}{4}$ gr.) every 4 hours as long as child is fussy or hot.

   b) Don't force child to eat.

   c) Give plenty of fluids.

6. Soreness at the place of injection may persist longer and does not usually need to be treated.

7. Tell the doctor at the next visit of any reaction to the immunization the baby may have had.

8. Not all illness may be due to the DPT inoculation. If child seems unusually ill, he should be seen by a physician.

Reprinted by permission.

BRING IN OR MAIL THIS CREDIT APPLICATION

NAME _____ Date of Birth _____

ADDRESS _____ How long? Mo. _____ 19___

CITY _____ STATE _____ ZIP CODE _____

OWN ____ RENT _____ BOARD _____ PHONE NO. _____

MARRIED _____ SINGLE _____ WIDOWED _____

I HAVE A BANK ACCOUNT AT: _____ ☐ CHECKING ☐ SAVINGS

I HAVE ACCOUNTS AT:

FIRM NAME	OPEN	CLOSED

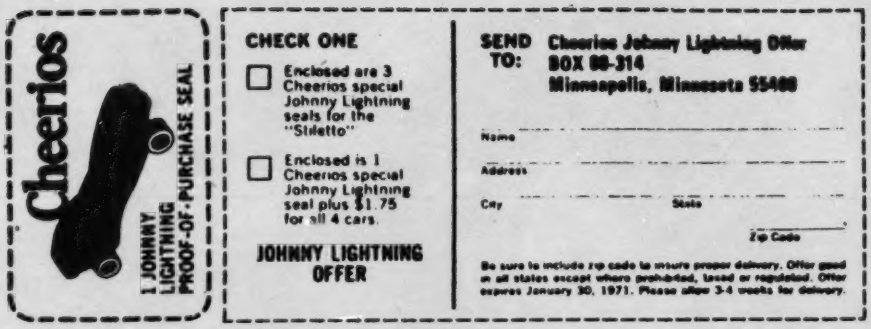
I AM EMPLOYED AT:

Firm _____

How Long? Mo. ___ 19___

Occupation _____

	A	B	C	D	E	F	G	H
For office use only								


Cheerios
1 JOHNNY LIGHTNING PROOF-OF-PURCHASE SEAL
CHECK ONE
Enclosed are 3 Cheerios special Johnny Lightning seals for the "Stiletto"
Enclosed is 1 Cheerios special Johnny Lightning seal plus $1.75 for all 4 cars.
JOHNNY LIGHTNING OFFER
SEND TO: Cheerios Johnny Lightning Offer
BOX 88-314
Minneapolis, Minnesota 55488
Name
Address
City
State
Zip Code
Be sure to include zip code to insure proper delivery. Offer good in all states except where prohibited, taxed or regulated. Offer expires January 30, 1971. Please allow 3-4 weeks for delivery.

Reprinted by permission of General Mills, Inc.

OFFERINGS OF THE DAY

MONDAY

Chicken Croquettes 1.75
Crisp & Brown
French Fried Potatoes, Cole Slaw

TUESDAY

A Platter of Hickory Smoked Ham 1.75
And Swiss Cheese
Garnished with Potato Salad and Cole Slaw

WEDNESDAY

French Fried Clams 1.75
Done to perfection
Cole Slaw and Potato Salad

THURSDAY

Our Famous Omelette 1.60
Choice of Ham Mushroom Or Cheese
French Fried Potatoes

FRIDAY

Devilled Crabs from the bay. 1.75
Cole Slaw and French Fried Potatoes

To Enhance Your Enjoyment
May We Suggest a Cold Beer.

No Substitutions Please

April 1, 1971

GRADES 3 and 4 - Time and Bus Changes Effective April 19, 1971

Bus #45 - Pick up Grades 3 and 4 - 8:50 a.m.

(1) 17 Fleet Ct.; (2) Steers Ave. and Hawkins Ave.; (3) Terry Rd. and Schooner Rd.; (4) Bluff Pt. Rd. and James St.; (5) Stanton St. and Bayview Ave.; (6) James St. and Ave. B.

Arrival at Ocean Ave. - Departure for high school at 9:10 a.m.
Return from high school 3:30 p.m. - Bus #30.

Bus #46 - Pick up Grades 3 and 4 - 8:50 a.m.

(1) Crescent Dr. and Laurel Ave.; (2) Reservoir Pl. and Reservoir Ave.; (3) Seaview Terrace and Sounderest Ave.; (4) Scudder Ave. and Seaview Ave.; (5) Park St. and Scudder Ave.; (6) Washington Pl. and Scudder Ave.; (7) Woodbine and Scudder Ave.

Arrival at Ocean Avenue - Departure for high school at 9:10 a.m.
Return from high school 3:30 p.m. - Bus #35.

Bus #47 - Pick up Grades 3 and 4 - 8:50 a.m.

(1) Soper Ave. and 25A; (2) Gilbert Ave. and 25A; (3) Scudder Pl. and Scudder Ave.; (4) Church St. and Franklin St.; (5) Reservoir Ave. and Franklin St.; (6) Lisa Dr. and Reservoir Ave.; (7) Woodbine Ave. and 25A; (8) Fox Lane and Woodbine Ave.

Arrival at Ocean Avenue - Departure 9:10 a.m. for high school.
Return from high school 3:30 p.m. - Bus #37.

All Grade 3 and 4 walkers should report to Ocean Avenue between 8:50 and 9:05 a.m. Departure by bus for the high school at 9:10 a.m. Return by bus to Ocean Avenue from the high school at 3:30 p.m.

APPLICATION FOR EMPLOYMENT

DATE

NAME (LAST) (FIRST) (MIDDLE) (MAIDEN)

LOCAL ADDRESS TELEPHONE NO.

ZIP CODE

PERMANENT ADDRESS HEIGHT WEIGHT

MARITAL STATUS SINGLE ☐ MARRIED ☐ DIVORCED ☐ WIDOWED ☐ SEPARATED ☐

NAME & ADDRESS OF PERSON TO NOTIFY IN EMERGENCY

NO. OF CHILDREN:

AGES:

FIRST NAME OF SPOUSE _____ PLACE OF EMPLOYMENT _____

EDUCATION	NAME & LOCATION OF SCHOOL	FROM	TO	COURSE OR MAJOR	YEAR GRAD	DEGREE
HIGH SCHOOL						
COLLEGE						
BUSINESS: OTHER SCHOOLS						
SPECIAL STUDY IF ANY						

THEATER TRIP

A charter bus will leave from the bus stop (near the Conference Center) at 4 p.m., giving you plenty of time for dinner in New York. Return trip will start from West 45th Street directly following the plays. Both theaters are on West 45th Street. Allow about 1 1/2 hours for the return trip.

Time: 4 p.m., Saturday, November 20

Price:	"On The Town"	Ticket and bus	$11
	"Sleuth"	Ticket and bus	$8.50

Limit: Two tickets per person

DIRECTIONS
Campbell's
Campbell's
CONDENSED
Tomato
RECIPE
CHICKEN MARENGO
3 lb chicken parts
3 tbsp shortening
1 can Campbell's Golden Mushroom Soup
1 can Campbell's Tomato Soup
1 medium clove garlic, minced
1 lb (about 16) small whole white onions
In large skillet, brown chicken in shortening, pour off fat. Stir in remaining ingredients. Cover; simmer 45 min. or until tender. Stir now and then. Uncover; cook until desired consistency. 6 servings.
Tomato
NET WT. 10¾ OZ.
SOUP
NET WT. 10 ¾ OZ (305 GRAMS)
Prepared from: Tomatoes, Enriched Wheat Flour, Sugar, Salt, Vegetable Oil, Butter, Natural Spice Oils and Vitamin C.
CAMPBELL SOUP COMPANY

APPLICATION FOR EMPLOYMENT

DATE

NAME (LAST) (FIRST) (MIDDLE) (MAIDEN)

LOCAL ADDRESS TELEPHONE NO.

ZIP CODE

PERMANENT ADDRESS HEIGHT WEIGHT

MARITAL STATUS SINGLE ☐ MARRIED ☐ DIVORCED ☐ WIDOWED ☐ SEPARATED ☐

NAME & ADDRESS OF PERSON TO NOTIFY IN EMERGENCY

NO. OF CHILDREN:

AGES:

FIRST NAME OF SPOUSE _____ PLACE OF EMPLOYMENT _____

EDUCATION	NAME & LOCATION OF SCHOOL	FROM	TO	COURSE OR MAJOR	YEAR GRAD	DEGREE
HIGH SCHOOL						
COLLEGE						
BUSINESS: OTHER SCHOOLS						
SPECIAL STUDY IF ANY						

Qualifications for Enlistment in the Navy— MEN

The prospective Navyman must meet certain requirements for enlistment. These change from time to time, so it is advisable to talk them over with your local Navy Recruiter. He has the latest information and can assist you on matters pertaining to qualifications for enlistment. They are:

AGE: You must be between 17 and 30 years of age, inclusive. If under 18 years, you must have the written consent of custodial parent or legal guardian. You will be asked to furnish a birth certificate or other proof of age. Men with previous Navy service who are 31 or older may be accepted, if their total previous active duty deducted from their present age places them within the accepted age group.

CITIZENSHIP: You must be a citizen of the United States, native born or fully naturalized, a native of a United States insular possession, or have filed a declaration of intent to become a United States citizen. If you are a naturalized citizen, you must show proof of citizenship.

CHARACTER: The Navy wants men of good character, men without police records. It expects them to live up to standards of good character.

PHYSICAL: You must pass a physical examination to prove that you meet enlistment standards. Any normal, healthy young man should have no difficulty in meeting the physical requirements.

EDUCATION: The Navy prefers high school graduates. This is becoming more and more essential in an advancing technological age. However, there are no specific educational requirements. You will take tests to establish your ability to read and write and to think clearly, and to determine your ability to absorb the continuing training you will be exposed to during your career in the Navy.

DEPENDENCY: Men qualifying for enlistment in the two lowest pay grades, E-1 or E-2, may have not more than one dependent. The Recruiting Officer can supply information of dependency restrictions in other pay grades.

Qualifications for Enlistment in the Navy— WOMEN

AGE: Candidates for enlistment as a Wave must have attained their 18th birthday but not their 26th birthday.

CITIZENSHIP: Must be a citizen of the United States, native-born or fully naturalized, or a native of a United States insular possession.

CHARACTER: Must meet Navy standards of good character.

PHYSICAL: Must pass a physical examination proving ability to meet Navy standards.

EDUCATION: A high school graduate or present evidence of an equivalent education bearing the approval of a State education board.

DEPENDENCY: Must be unmarried and without dependents.

KEEP PACE WITH TRAFFIC

Maintain a speed consistent with that of traffic in your lane. Slow traffic should keep to the right.

Follow other cars at safe distances–allow one car length for every 10 mph.

Keep aware of traffic around you by checking mirrors frequently and watching traffic several cars ahead.

If another driver follows you too closely, get rid of him by gradually slowing down so he will decide to pass. "Tail-gaiters" are a natural for rear-end collisions.

Adjust your speed to weather and light conditions.

When approaching an interchange adjust speed, change lanes or take other necessary action to assist drivers entering the freeway.

PRESS FIRMLY—WRITE CLEARLY

western union

Telegraphic Money Order

Send the following Money Order subject to conditions below and on back hereof, which are hereby agreed to

ROUTING DATA	CHECK	OFFICE	DATE AND FILING TIME	CLERK'S INIT. AND ACCTG. INFORMATION		
					$ AMT.	
					FEE	
					TOLLS	
MOD [ ] [ ] [ ] [ ] 945 [ ] -					TAX	
DO NOT WRITE ABOVE THIS LINE					TOTAL	

PAY AMOUNT: _____ /100 DOLLARS (_____) _____ =
FIGURES CAU OR VIG

TO: _____ = TEST QUESTION _____ =

ADDRESS: _____ CARE OF OR APT. NO. _____

CITY - STATE _____ (ZIP CODE) = SENDER'S NAME: _____ =

DELIVER THE FOLLOWING MESSAGE WITH THE MONEY: _____

_____

=MOD=

_____

SENDER'S FULL NAME: _____ ADDRESS _____ TELEPHONE NUMBER

● Unless signed below the Telegraph Company is directed to pay this money order at my risk to such person as its paying agent believes to be the above named payee, personal identification being waived. Foreign money orders excepted.

WU 73-A (R2-71)

#00194563# 66

RESIDENTIAL RENTAL CONTRACT

This Contract, made this____day of_____, 19____, between_____ as Agents; and_____, as Tenant.

WITNESSETH: Agent does hereby rent unto tenant, and tenant does hereby take as tenant under the Agent the premises known as and located at_____.

TERMS AND CONDITIONS OF CONTRACT — The Tenant agrees to and as follows:

1. That rent shall be paid at the office of the Agent, and shall be at the rate of $_____ per_____, and on a basis of_____ to_____ tenancy BEGINNING_____, 19____, (with payment of $_____ this date paying rent to_____), (and payment of $_____ on_____ paying rent to_____) and payable thereafter in advance as due_____
2. To pay $_____ deposit for_____ keys — deposit to be refunded upon return of keys and termination of contract according to terms herein agreed.
3. To deposit $_____ with the Agent, receipt of which is herewith acknowledged, as a clean-up fund and as security for performance of all the conditions of this contract, which sum, or so much thereof as may be necessary, may be applied by the Agent toward the remedy of any default by tenant, and the remainder thereof, if any, shall be refunded as soon as possible after tenant has vacated the premises and terminated this contract.
4. Agrees to give_____ days advance written notice to the Agent to cancel this contract, and further agrees to pay rent to the termination date of this notice. EXACT POSSESSION DATE MUST BE GIVEN, and any extension shall require payment of rent for a full additional notice period.
5. Agrees to vacate the premises on_____ days notice from the Landlord or his Agent if possession is requested for any reason other than breach of contract.
6. That the premises have been inspected and found to be in good order and repair, and that no representation as to condition of repair has been made. To maintain the property in as good condition as he finds it, reasonable wear and tear excepted; and will have repaired at his expense any damage done beyond that of fair wear and tear, and will be responsible for and have repaired any damage caused by negligence. TO KEEP SINK AND LAVATORY DRAINS, COMMODES AND SEWER LINES OPEN AT HIS OWN EXPENSE. (All drains considered to be open and in good order if not reported within five (5) days.)
7. GOOD HOUSEKEEPING IS EXPECTED OF EVERYONE. In addition to keeping the quarters in a clean and sanitary condition, tenant agrees to keep the yards clean and free of rubbish and in a presentable condition at all times, and to comply with all City ordinances concerning garbage collection, waste and other refuse.
8. That the property shall not be used for any unlawful or immoral practice or to so occupy the premises as to constitute a nuisance.
9. Not to sublet the premises or any part thereof, and that premises shall be occupied only by those parties specified in application or named herein. NO PETS ALLOWED.
10. To permit Owner or Agent to inspect property, display "For Sale" or "For Rent" signs, and to show property to prospective purchasers or tenants.
11. Upon vacating, to pay for all utilities services due and have same discontinued; to see that the property is swept out and all trash or other refuse is removed from the premises; that the doors and windows are properly locked or fastened; and that the key is returned to the Landlord or Agent.

IMPORTANT INFORMATION FOR OUR PASSENGERS

Even though you may be an experienced air traveler, there are certain features of this airplane with which you may not be familiar.

AUTOMATIC OXYGEN SYSTEM

The higher altitudes at which this aircraft operates require the prompt use of the automatic oxygen system in case of any sudden change in cabin pressure. Should a decompression occur, oxygen masks will drop down. Take nearest mask and promptly place over nose and mouth. BREATHE NORMALLY (NO SMOKING PLEASE).

SEAT BELTS

Even if the "SEAT BELT" sign is turned off in flight, it is recommended that you keep your seat belt fastened, whenever you are in your seat.

FLOTATION SEAT CUSHIONS

The cushion on which you are sitting is designed to keep you afloat. In the event of a water landing, grasp the cushion at the rear, pull it forward and take it with you.

EMERGENCY EXITS

There are nine exits provided for your use. The chart below will show you the one closest to your seat. The exits over the wings are removable windows. For easy access to the window, push seat back ahead of the window forward. The two exits at each end of the cabin are doors equipped with fast operating evacuation slides. There is also a door in the rear of passenger cabin. REAR CABIN EXIT (STAIR). (If usable, will be opened by a crew member)

Anyone can develop an allergy to a common substance, but those who do usually have inherited the tendency as a family trait. The sensitivity is developed after exposure to the substance. During the seasons when plants are pollinating, everyone in the vicinity is exposed. People with the tendency may develop sensitivity to any one or more of the pollens, although certain pollens are more allergenic–more likely to cause an allergic reaction–than others.

Pollens that are light enough to be wind-borne are the offenders for most hay fever sufferers. Heavier pollens that are borne from plant to plant by bees and other insects can also be allergens, but they cause trouble only when a person comes into direct contact with the plant. Airborne pollens can penetrate anywhere, indoors and out, and are most numerous at the height of the pollinating season for the particular plant. The more pollen in the air, the worse the victim's suffering.

The hay fever sufferer should be examined by his doctor and follow the doctor's advice thereafter. He should avoid the common mistakes of trying all the new patent medicines that are advertised each year, or of shopping around from doctor to doctor.

The doctor can help almost all patients: he can desensitize some entirely. When he is unable to eliminate the hay fever itself, he can at least be alert for possible complications. The wise patient follows the doctor's advice and cooperates in his treatment as well as he can, eagerly awaiting the day that further research will find even better tools for the doctor to use.

INSTRUCTIONS FOR PERCOLATING COFFEE:

1. Before using the first time, clean coffee maker thoroughly. DO NOT IMMERSE COFFEE MAKER IN WATER.
2. With basket and stem removed, fill coffee maker with COLD water to desired level, using the cup markings on inside of coffee maker to make 12 to 30 cups of coffee. (Do not make less than 12 cups or more than 30 cups of coffee at one time.)
3. Press stem into heating unit in bottom of coffee maker, then put basket on stem. Place in basket the amount of drip grind coffee as indicated on chart below, preventing any from falling into stem. Spread evenly in basket.

WATER LEVEL	MEASURE OF GROUND COFFEE	
	Strong	Mild
30 cups	2 3/4 cups	1 3/4 cups
24 cups	2 1/4 cups	1 1/2 cups
18 cups	1 3/4 cups	1 1/4 cups
12 cups	1 1/4 cups	1 cup

Copyright 1970 American Druggist

American Druggist COUNTERDOSES For The Home

DO THIS FIRST

- Send for a doctor—immediately.
- Keep the patient warm.
- Determine if the patient has taken
  (1) A POISON
  (2) AN OVERDOSE
- While waiting for physician, give appropriate counterdose below.
- But do not force any liquids on the patient—if he is unconscious.
- And do not induce vomiting if patient is having convulsions.

To Find The Correct Counterdose

- In one of the lists printed at right, find substance causing the trouble.
- Next to that substance is a number. This refers to counterdose bearing same number in the section below.

Keep all poisons and medicines out of reach of children

1 Induce vomiting with • Finger in throat, or • 1 tablespoon of syrup of ipecac, or • Teaspoonful of mustard in half glass of water, or • 3 teaspoons of salt in warm water.	**2** • Give glass of milk, or • Give 1 tablespoonful of activated charcoal, mixed with a little water. • Finally, induce vomiting - but not with syrup of ipecac. (See #1)	**3** • Give 4 tablespoons of thick starch paste. Mix cornstarch (or flour) with water. • Then give 4 tablespoons of salt in a quart of warm water to induce vomiting. Drink until vomit fluid is clear. • Finally give glass of milk.
4 • Induce vomiting. (See #1) • Then give 4 tablespoons of castor oil. • Next give glass of milk or the white of 2 raw eggs.	**5** • Give glass of milk, or activated charcoal in water. • Give 2 tablespoons of epsom salt in 2 glasses of water. • Keep patient awake.	**6** • Give glass of milk, or activated charcoal in water. • Induce vomiting (#1) if not in convulsions. • Keep patient quiet.
7 • Induce vomiting. (See #1) • Next give 2 tablespoons of epsom salt in 2 glasses of water—except in cases where diarrhea is severe.	**8** • Induce vomiting. (See #1) • Give 2 teaspoons of bicarbonate of soda in a glass of warm water. • Finally give glass of milk.	**9** • Give a glass of milk. • Next induce vomiting. (#1) • Give tablespoon of bicarbonate of soda in a quart of warm water.
10 • Give activated charcoal in water. • Induce vomiting. (See #1) • Give 2 tablespoons of epsom salt in 2 glasses of water.	**11** • Give glass of milk or lime water. • Then induce vomiting. (See #1)	**12** • Carry victim into fresh air. • Make patient lie down. • Give artificial respiration if necessary.
13 • Induce vomiting. (See #1) • Then give 4 oz mineral oil. Positively do NOT give vegetable or animal oil. • Also give 1 tablespoon of bicarbonate of soda in a quart of warm water.	**14** • Give glass of milk, or • Give one tablespoon of activated charcoal, mixed with a little water. • Next induce vomiting (#1) • Give 2 tablespoons of epsom salt in 2 glasses of water.	**15** • Give 2 tablespoons of vinegar in 2 glasses of water. • Now give the white of 2 raw eggs . . . or 2 ounces of vegetable oil. • Do NOT induce vomiting!
16 • Give water or milk. • Then give 4 tablespoons of vegetable oil. • Do NOT induce vomiting!	**17** • Give patient one or two glasses of milk.	**18** • Give large quantity of water. • Give 2 tablespoons of milk of magnesia. • Do NOT induce vomiting!

POISONS

Acids • 18
Bichloride of Mercury • 14
Camphor • 1
Carbon Monoxide • 12
Chlorine Bleach • 17
Detergents • 17
Disinfectant
with chlorine • 17
with carbolic acid • 4
Food Poisoning • 7
Furniture Polish • 16
Gasoline, Kerosene • 16
Household Ammonia • 15
Insect & Rat Poisons
with arsenic • 2
with sodium fluoride • 11
with phosphorus • 13
with DDT • 7
with strychnine • 6
Iodine Tincture • 3
Lye • 15
Mushrooms • 7
Oil of Wintergreen • 9
Pine Oil • 16
Rubbing Alcohol • 9
Turpentine • 16

OVERDOSES

Alcohol • 9
Aspirin • 9
Barbiturates • 10
Belladonna • 6
Bromides • 7
Codeine • 5
Headache & Cold Compounds • 9
Iron Compounds • 8
Morphine, Opium • 5
Paregoric • 5
'Pep' Medicines • 2
Sleeping Medicines • 10
Tranquilizers • 10

MESSAGE FOR Mr. Ellis

Mr. Wright ☐ phoned ☒ visited

Date July 20 Time 2:10 p.m.

☒ Please call 396-0210 (phone no.)

☐ Returned your call ☐ Will call again ☒ Rush

REMARKS:

Mr. Wright would not wait until you returned. Please call him by 3:00 p.m. or he will sell the car to another customer.

155700 Taken by L. M.

BENEFITS — **SERVICE YEARS**

TYPE	ELIGIBILITY	1	2	3	4	5	6	7 or more
VACATION	After 3 months	10 days* or prorated part year	10 days	15 days	15 days	20 days	20 days	20 days
		*(ACCELERATED SCHEDULE FOR HIGHER SALARY LEVELS.)						
HOLIDAYS	- - - - - - - - -	8 each full year with one and one-half additional days granted at Christmas.						
ACTIVE ACRES ASSOCIATION	- - - - - - - - -	AAA is a voluntary recreational organization for staff members. XYZ will match the dues of all member employees.						
ILL TIME	Starting date	10 days 5 days from 7/1-12/15	10 days	10 days	10 days	10 days-	10 days	10 days
EXTENDED ILL TIME	After 3 CALENDAR months	13 weeks* at half-salary	26 weeks* at half-salary	1 week* full salary and 25 weeks half-salary	2 weeks* full salary and 24 weeks half-salary	3 weeks* full salary and 23 weeks half-salary	4 weeks* full salary and 22 weeks half-salary	5 weeks* full salary and 21 weeks half-salary
		*(DURING ANY 52-WEEK PERIOD.)						
BLUE CROSS - BLUE SHIELD	After 1 CALENDAR month	BC-BS is a voluntary base medical coverage plan for hospital and surgical benefits. You (HAVE - HAVE NOT) chosen to become a Blue Cross - Blue Shield member at XYZ.						
MAJOR MEDICAL INSURANCE	After 1 CALENDAR month	Pays 80% medical expenses beyond those paid for by BC-BS (OR A SIMILAR GROUP PLAN.) You (CHOSE) BC-BS - yearly deductible is $100 per covered individual. You (DID NOT CHOOSE) BC-BS - your yearly deductible is $400 per covered individual.						
TOTAL DISABILITY INSURANCE	After 2 years and age 30			For total disability beyond 6 months, assures monthly income of 60% salary up to $1,000 plus 40% salary over $1,000, up to $1,500 maximum.				
LIFE INSURANCE	1st of month on or after starting date	You are insured in an amount equal to one and one-half times your basic annual salary*, but no less than $5,000 nor more than $50,000. *(ROUNDED DOWNWARD TO NEAREST MULTIPLE OF $500.)						
ANNUITY (Retirement Plan)	After 1 year and at age 30 your participation is required		AGE	WHEN YOU PAY	XYZ ADDS	TOTAL CONTRIBUTION		
			Under 35 or over 64	2%	3%	5% of your salary		
			Under 45 or over 64	4%	6%	10%	"	
			45 to 64	4%	8%	12%	"	
			Under 45	6%	9%	15%	"	
			45 to 64	6%	12%	18%	"	
SOCIAL SECURITY (FICA)	Starting date	XYZ matches the required contribution rate for each employee. The current rate is ___ % on an earnings (total salary) base of $_____.						
EDUCATIONAL ASSISTANCE	After 1 year		For approved undergraduate study - tuition up to $300 per fiscal year. For approved graduate study - tuition of $300 + ½ excess to $600. Travel costs (beyond 30 miles) - 50% of costs up to $150 per fiscal year					
TUITION AID	After 5 years						XYZ may grant tuition costs up to $1,000 each annually for dependents.	

There is considerable evidence that the earliest forms of life came into being in the primitive seas– and perhaps this is the most interesting thing of all about water.

What makes us think it happened this way? For one thing, blood plasma is a salty solution very much like sea water. In effect, land animals carry the sea with them, inside their bodies. In any event, life could not have emerged from the sea without water, and without water life cannot exist upon the earth.

INSTRUCTIONS FOR AURAL DECODING TEST

(ENGLISH)

DECODING SKILLS

WE ARE GOING TO TAKE A TEST ON THE SOUND OF WORDS. TAKE THE BOOKLET AND PUT YOUR NAME, CLASS AND TEACHER ON THE COVER OF THE BOOKLET. (Pause).

Check to be sure each student has completed this information correctly.

NOW OPEN YOUR BOOKLET TO PAGE 1, "WORD SOUNDS". YOU ARE GOING TO CIRCLE THE CORRECT WORD THAT HAS THE SAME SOUND AS THE UNDERLINED WORD.

See that all do this correctly. Point to the proper place in your own booklet as you go along. Write examples on the board.

LOOK AT THE EXAMPLES AT THE TOP OF THE PAGE. THERE IS THE WORD RIDE WITH A LINE UNDER ONE OF THE LETTERS. NEXT TO THAT WORD ARE THREE OTHER WORDS IN A ROW. THE SOUND THAT IS UNDERLINED IN RIDE IS THE SOUND "I". WHICH OF THE THREE WORDS IN THAT ROW HAS THE SAME SOUND AS THE UNDERLINED "I"? YES, THE CORRECT WORD IS FINE. MARK YOUR ANSWER BY PUTTING A CIRCLE AROUND THE CORRECT ANSWER.

NOW LOOK AT THE NEXT EXAMPLE. TESTER SHOULD READ STIMULUS.

Pause and check that each student is marking correctly.

WHERE DID YOU PUT YOUR CIRCLE? THE WORD DO HAS THE SAME SOUND AS THE EW SOUND WHICH IS UNDERLINED IN THE WORD NEW.

THE SOUND WITH A LINE UNDER IT IN THE FIRST WORD IS LIKE A SOUND IN ONE OF THE OTHER THREE WORDS. WHEN I TELL YOU TO START, LISTEN TO THE FIRST WORD AND THEN THINK WHAT SOUND THE UNDERLINED LETTER OR LETTERS MAKE IN THAT WORD. READ THE THREE WORDS NEXT TO IT YOURSELF AND LISTEN FOR THE SOUND MADE BY THE LETTER OR LETTERS UNDERLINED IN THE FIRST WORD.

WHEN YOU FIND THAT WORD, PUT A CIRCLE AROUND THE CORRECT ANSWER. DO NOT GO AHEAD. WAIT FOR ME TO READ THE WORD.

ARE THERE ANY QUESTIONS ABOUT WHAT YOU ARE GOING TO DO?

Read each word. Pause to allow students to mark the answer.

List of words should take about four minutes to read. When students are finished, say:

NOW TURN TO PAGE 2, "FIRST SYLLABLE."

See that all do so, put examples on blackboard, and continue:

LOOK AT THE EXAMPLES AT THE TOP OF PAGE 2. THE FIRST EXAMPLE SHOWS THE WORD STUDENT WITH A LINE UNDER IT. HOW MANY SYLLABLES DOES STUDENT HAVE? STU-DENT. TWO SYLLABLES. WHAT IS THE FIRST SYLLABLE OF THE WORD STUDENT? YES, IT IS STU--S-T-U. TO MARK YOUR ANSWER PUT A CIRCLE AROUND THE CORRECT SYLLABLE. NOW LOOK AT THE NEXT EXAMPLE. THE WORD CHILDREN.

Pause and check to see that each student is marking correctly.

PUT A CIRCLE AROUND THE CORRECT ANSWER. CHIL-, C-H-I-L IS THE FIRST SYLLABLE OF CHILDREN.

LISTEN TO THE FIRST WORD THEN, FIND THE FIRST SYLLABLE OF THAT WORD IN THE ROW AT THE RIGHT AND CIRCLE THE CORRECT ANSWER.

DO NOT GO AHEAD. WAIT UNTIL I READ THE WORD.

ARE THERE ANY QUESTIONS?

Allow three minutes or less if all students are finished. Circulate at all times to make sure the students are marking correctly. When students are finished, say:

NOW, TURN TO PAGE 3. "LAST SYLLABLE."

Make sure that all students have turned to the correct page. Put examples on the blackboard and continue:

LOOK AT THE EXAMPLES AT THE TOP OF PAGE 3. THE FIRST EXAMPLE SHOWS THE WORD PERSON WITH A LINE UNDER IT. HOW MANY SYLLABLES DOES PERSON HAVE? PER-SON. TWO SYLLABLES, WHAT IS THE LAST SYLLABLE OF PERSON? YES, IT IS -SON, S-O-N, SO PUT A CIRCLE AROUND THE CORRECT ANSWER. NOW LOOK AT THE NEXT EXAMPLE IT IS THE WORD PRINCIPAL. CIRCLE THE LAST SYLLABLE OF THE WORD PRINCIPAL.

Pause and check to see that each student is marking correctly.

-PAL IS THE LAST SYLLABLE OF PRINCIPAL.

LISTEN TO EACH WORD AND CIRCLE THE LAST SYLLABLE. DO NOT GO AHEAD. WAIT UNTIL I READ EACH WORD.

ARE THERE ANY QUESTIONS?

Allow three minutes or less if all students are finished.

NOW, TURN TO PAGE 4, "ROOT WORDS".

See that all do this correctly. Put examples on blackboard and continue:

LOOK AT THE EXAMPLES. THE FIRST EXAMPLE SHOWS THE WORD BUSHY WITH A LINE UNDER IT. WHICH OF THE WORDS AT THE RIGHT IS THE ROOT WORD FOR BUSHY? YES, THE WORD BUSH- B-U-S-H, IS THE ROOT WORD FOR BUSHY, CIRCLE THE CORRECT ANSWER.

THE SECOND EXAMPLE HAS THE WORD WINNER UNDERLINED. FIND THE ROOT WORD FOR THE WORD WINNER.

Pause and make sure each student is marking correctly.

THE CORRECT ANSWER IS WIN- W-I-N. NOW LOOK AT THE THIRD EXAMPLE UNTIE. CIRCLE THE ROOT WORD FOR UNTIE.

Pause and check to see that each student is marking correctly.

UNTIE COMES FROM THE ROOT WORD TIE.

LISTEN TO EACH WORD AND CIRCLE ITS ROOT WORD. DO NOT GO AHEAD. WAIT UNTIL I READ EACH WORD.

Allow three minutes or less if all students have finished.

NOW TURN TO PAGE 5, "WORDS FROM ROOT WORDS".

See that all do this correctly. Put examples on blackboard and continue:

LOOK AT THE EXAMPLES AT THE TOP OF PAGE 5. THE FIRST EXAMPLE HAS THE WORD LIKE UNDERLINED. WHICH OF THE WORDS AT THE RIGHT IS MADE FROM THE ROOT WORD LIKE? YES, LIKEABLE IS MADE FROM LIKE.

THE SECOND EXAMPLE HAS THE WORD COMFORT UNDERLINED. CIRCLE THE WORD THAT IS MADE FROM THE ROOT WORD COMFORT.

Pause and make sure all students are marking correctly.

THE RIGHT ANSWER IS DISCOMFORT. NOW LOOK AT THE THIRD EXAMPLE, PAY. CIRCLE THE WORD THAT IS MADE FROM PAY.

Pause and check to see that each student is marking correctly.

REPAY IS MADE FROM THE ROOT WORD PAY.

LISTEN TO THE FIRST WORD IN EACH LINE, THE ONE THAT IS UNDERLINED. THEN FIND THE WORD IN THE ROW TO THE RIGHT THAT IS MADE FROM THE FIRST WORD.

DO NOT GO AHEAD. WAIT UNTIL I READ EACH WORD.

ARE THERE ANY QUESTIONS?

Allow three minutes or less if all students have finished.

NOW, TURN TO PAGE 6, "WORD SOUNDS".

See that all do this correctly. Put examples and practice words on the blackboard.

LOOK AT TOP OF PAGE 6. I'M GOING TO TELL YOU A SOUND $\bar{I}$ YOU ARE TO FIND THE WORDS WITH THIS SOUND IN THEM. THE WORD PIE HAS THE $\bar{I}$ IN IT. CIRCLE ALL THE WORDS THAT HAVE THE $\bar{I}$ SOUND.

DOES THE WORD LIKE HAVE THE SOUND $\bar{I}$ IN IT? YES, LIKE HAS THE SOUND $\bar{I}$ IN IT, SO YOU SHOULD HAVE A CIRCLE AROUND IT. NOW LOOK AT THE WORD TRY. DOES IT HAVE $\bar{I}$ SOUND IN IT?

Pause and check to see that each student is marking correctly.

THE WORD TRY HAS THE $\bar{I}$ SOUND IN IT, SO YOU SHOULD HAVE CIRCLED IT. NOW LISTEN TO THE LIST OF PRACTICE WORDS. CIRCLE ALL THE WORDS WITH THE $\bar{I}$ SOUND. REMEMBER, A WORD CAN HAVE THE $\bar{I}$ SOUND IN IT WITHOUT HAVING THE LETTER I IN IT, AS IN THE WORD TRY.

Read list of practice words.

Pause and check to see that each student is marking correctly. Wait until all students have finished the practice words, but no longer than one minute.

YOU SHOULD HAVE CIRCLED THE WORDS EYE, NIGHT, CRY, AND RIDE.

DOES EVERYONE UNDERSTAND HOW TO FIND THE CORRECT WORDS?

ARE THERE ANY QUESTIONS?

NOW TURN TO PAGE 7.

See that all do this correctly.

I AM GOING TO GIVE YOU A SOUND. THEN IN YOUR BOOKLET YOU WILL CIRCLE ALL THE WORDS THAT HAVE THE SAME SOUND.

LISTEN CAREFULLY WHILE I TELL YOU THE SOUND FOR THE LIST ON PAGE 7. CIRCLE EACH WORD THAT HAS THE SOUND "K" IN IT, AS KITE, LICK, CAN. LISTEN WHILE I READ EACH WORD AND CIRCLE THOSE THAT HAVE A "K" SOUND.

DO NOT TURN THE PAGE.

Read each word pausing to allow students to mark their answers.

NOW TURN TO PAGE 8.

See that all do this correctly.

LISTEN CAREFULLY. FIND THE WORDS THAT HAVE THE SOUND $\bar{E}$ AS IN GREEN, SEE, EAT. LISTEN WHILE I READ EACH WORD AND CIRCLE THOSE WORDS WITH THE $\bar{E}$ SOUND. DO NOT TURN THE PAGE.

Read each word pausing to allow students to mark their answers.

NOW TURN TO PAGE 9.

See that all do this correctly.

LISTEN CAREFULLY. FIND EACH WORD THAT HAS THE SOUND Ā AS IN GATE, CHANGE, PLAIN. LISTEN WHILE I READ EACH WORD AND CIRCLE THOSE WORDS WITH THE Ā SOUND. DO NOT TURN THE PAGE.

Read each word pausing to allow students to mark their answers.

NOW TURN TO PAGE 10.

See that all do this correctly.

THE SOUND FOR THE LIST ON PAGE 10 IS ĕ. FIND EACH WORD THAT HAS THE ĕ SOUND AS IN MEN, BED, READY. LISTEN WHILE I READ EACH WORD AND CIRCLE THOSE WORDS WITH THE ĕ SOUND.

Read each word pausing to allow students to mark their answers.

NOW TURN TO PAGE 11.

See that all do this correctly.

THE SOUND FOR THE LIST ON PAGE 11 is ô. FIND EACH WORD THAT HAS THE ô SOUND AS IN PAW, CAUGHT, SAWING. LISTEN WHILE I READ EACH WORD AND CIRCLE THOSE WITH THE ô SOUND.

Read each word pausing to allow students to mark their answers.

NOW TURN TO PAGE 12.

See that all do this correctly.

LISTEN WHILE I TELL YOU THE SOUND "AIR", AS IN BEAR, HAIR, AND WHERE. FIND THE WORDS WITH THE SOUND "AIR". LISTEN WHILE I READ EACH WORD AND CIRCLE THOSE WORDS WITH THAT SOUND.

Read each word pausing for students to mark their answers.

STOP: CLOSE YOUR TEST BOOK. MAKE SURE YOU PUT YOUR NAME, SCHOOL, CLASS, AND TEACHER ON THE COVER.

INSTRUCTIONS FOR AURAL DECODING TEST
(Spanish)

VAMOS A TOMAR UN EXAMEN ACERCA DEL SONIDO DE LAS PALABRAS.
PONGA SU NOMBRE, CENTRO DE EDUCACION Y MAESTRO EN LA CUBIERTA DEL EXAMEN (PAUSA)

Asegurese de que cada estudiante haya puesto la informacion correcta.

AHORA ABRA SU LIBRO DE EXAMEN EN LA PAGINA #1, "SONIDO DE LAS PALABRAS". HAGA UN CIRCULO ALREDOR DE LA PALABRA QUE TENGA EL MISMO SONIDO COMO LA PALABRA SUBRAYADA.

Asegurese de que cada estrudiante haga esto correctamente. Muestreles el lugar correcto en su propio libro. Escriba los ejemplos en la pizarra.

MIREN LOS EJEMPLOS EN LA PARTE SUPERIOR DEL PAPEL HAY UNA PALABRA "RIDE" CON UNA LETRA SUBRAYADA. AL LADO DE ESA PALABRA HAY OTRAS PALABRAS EN UNA LINEA. EL SONIDO SUBRAYADO EN RIDE ES EL SONIDO "I". CUAL DE LAS TRES PALABRAS EN ESA LINEA TIENE EL SONIDO COMO LA "I"? SI, LA PALABRA CORRECTA ES "FINE". MARQUE SU RESPUESTA HACIENDO UN CIRCULO ALREDEDOR DE LA PALABRA CORRECTA.

AHORA MIREN AL PROXIMO EJEMPLO. EL EXAMINADOR LEERA EL ESTIMULO A LOS ESTUDIANTES.

Pausa. Asegurese de que todos saben lo que deben de hacer.

DONDE PUSO EL CIRCULO? LA PALABRA DO TIENE EL MISMO SONIDO COMO EL SONIDO "EW" QUE ESTA SUBRAYADO EN NEW.

EL SONIDO SUBRAYADO EN LA PRIMERA PALABRA ES COMO EL SONIDO EN UNA DE LAS OTRAS TRES PALABRAS. CUANDO LE DIGA QUE COMIENCE, ESCUCHE LA PRIMERA PALABRA Y ENTONCES PIENSE EN EL SONIDO QUE LAS LETRAS SUBRAYADAS TIENEN EN ESA PALABRA. LEA LAS PROXIMAS TRES PALABRAS EN SILENCIO Y TRATE DE ENCONTRAR EL SONIDO SUBRAYADO EN LA PRIMERA PALABRA.

CUANDO ENCUENTRE ESA PALABRA HAGA UN CIRCULO ALREDEDOR DE ELLA. NO SE ME ADELANTEN. ESPEREN A QUE YO LEA LA PALABRA PRIMERO.

HAY ALGUNA PREGUNTA SOBRE LO QUE VAMOS A HACER?

LEA CADA PALABRA. HAGA UNA PAUSA PARA QUE LOS ESTUDIANTES MARQUEN SU RESPUESTA.

Lista de palabras debe llevar unos 4 minutos para leersela a los estudiantes.

Cuando los estudiantes hayan terminado, diga:

AHORA PASEN A LA PAGINA #2 "PRIMERA SILABA".

Asegurese de que todos hagan esto, ponga los ejemplos en la pizarra, y continue:

MIRE A LOS EJEMPLOS EN LA PARTE SUPERIOR DE LA PAGINA #2. EL PRIMERO EJEMPLO TIENE LA PALABRA STUDENT SUBRAYADA. CUANTAS SILABAS TIENE LA PALABRA STUDENT? STU-DENT - DOS SILABAS. CUAL ES LA PRIMERA SILABA DE LA PALABRA STUDENT? SI, ES STU--S-T-U. PARA MIRAR SU RESPUESTA HAGAN UN CIRCULO ALREDEDOR DE LA SILABA CORRECTA. AHORA MIRE AL PROXIMO EJEMPLO, LA PALABRA CHILDREN.

Pausa. Asegurese de que cada estudiante haga esto correctamente.

HAGA UN CIRCULO ALREDEDOR DE LA RESPUESTA CORRECTA. CHIL--C-H-I-L ES LA PRIMERA SILABA DE CHILDREN.

ESCUCHE LA PRIMERA PALABRA Y ENTONCES BUSQUE LA PRIMERA SILABA DE ESA PALABRA EN LA LINEA A LA DERECHA Y HAGA UN CIRCULO ALREDEDOR DE LA RESPUESTA CORRECTA.

NO SE ME ADELANTEN. ESPEREN A QUE YO LEA LA PALABRA PRIMERO.

Permita unos tres minutos o menos si todos los estudiantes han terminado. Camine alrededor de los estudiantes durante todo el tiempo para asegurarse de que todos los estudiantes estan haciendo todo correctamente.

Cuando los estudiantes hayan terminado, diga:

AHORA, PASEN A LA PAGINA #3 "ULTIMA SILABA".

Asegurese de que todos los estudiantes esten en la pagina correcta. Ponga los ejemplos en la pizarra, y continue:

MIRE LOS EJEMPLOS EN LA PARTE SUPERIOR DE LA PAGINA #3. EL PRIMER EJEMPLO ENSENA LA PALABRA "PERSON" SUBRAYADA. CUANTAS SILABAS TIENE LA PALABRA "PERSON"? PER-SON. DOS SILABAS. CUAL ES LA ULTIMA SILABA DE PERSON? SI, ES -SON, S-O-N; HAGA UN CIRCULO ALREDEDOR DE LA RESPUESTA CORRECTA. AHORA MIRE AL PROXIMO EJEMPLO, LA PALABRA "PRINCIPAL". HAGA UN CIRCULO ALREDEDOR DE LA ULTIMA SILABA DE PRINCIPAL.

Pausa. Asegurese de que todos los estudiantes lo esten haciendo correctamente.

-PAL ES LA ULTIMA SILABA DE PRINCIPAL

ESCUCHE A CADA PALABRA Y HAGA UN CIRCULO ALREDEDOR DE LA ULTIMA SILABA. NO SE ME ADELANTEN, ESPEREN A QUE YO LEA CADA PALABRA PRIMERO.

TIENEN ALGUNA PREGUNTA?

Permita tres minutos o menos si todos los estudiantes han terminado.

AHORA, PASEN A LA PAGINA #4 "RAIZ DE LAS PALABRAS".

Vea que todos hagan esto correctamente. Ponga los ejemplos en la pizarra y continue.

MIRE A LOS EJEMPLOS. EL PRIMER EJEMPLO ENSENA LA PALABRA "BUSHY" SUBRAYADA. CUAL DE LAS PALABRAS A LA DERECHA ES LA RAIZ PARA LA PALABRA BUSHY? SI, LA PALABRA BUSH ES LA RAIZ DE LA PALABRA BUSH. HAGA UN CIRCULO ALREDEDOR DE LA PALABRA CORRECTA.

EL SEGUNDO EJEMPLO TIENE LA PALABRA WINNER SUBRAYADA. BUSQUE LA RAIZ PARA LA PALABRA WINNER.

Pausa. Asegurese de que todo lo esten haciendo correctamente.

LA RESPUESTA CORRECTA ES WIN - W-I-N. AHORA MIREN AL TERCER EJEMPLO UNTIE. HAGA UN CIRCULO ALREDEDOR DE LA RAIZ PARA LA PALABRA UNTIE.

Pausa. Asegurese de que todos lo esten haciendo bien.

LA RAIZ DE UNTIE ES LA PALABRA TIE.

ESCUCHE A CADA PALABRA Y HAGA UN CIRCULO ALREDEDOR DE LA RAIZ DE LA PALABRA. NO SE ME ADELANTEN. ESPEREN A QUE YO LEA CADA PALABRA PRIMERO.

Permita tres minutos o menos si todos los estudiantes han terminado.

AHORA, PASE A LA PAGINA #5, "PALABRAS DERIVADAS DE LA RAIZ".

Asegurese de que todos hagan esto correctamente. Ponga los ejemplos en la pizarra, y continue.

MIRE A LOS EJEMPLOS EN LA PARTE SUPERIOR DE LA PAGINA #5. EL PRIMER EJEMPLO TIENE LA PALABRA "LIKE"SUBRAYADA. CUAL DE LAS PALABRAS A LA DERECHA ESTA HECHA DE LA RAIZ "LIKE"? SI, LIKEABLE ESTA HECHA DE LIKE.

EL SEGUNDO EJEMPLO TIENE LA PALABRA "COMFORT" SUBRAYADA. HAGA UN CIRCULO ALREDEDOR DE LA PALABRA QUE VIENE DE LA RAIZ COMFORT.

Pausa. Asegurese de que todos lo hagan correctamente.

LA RESPUESTA CORRECTA ES DISCOMFORT. AHORA, MIRE AL TERCER EJEMPLO, PAY. HAGA UN CIRCULO ALREDEDOR DE LA PALABRA DERIVADA DE PAY.

Pausa. Asegurese de que todos lo hagan correctamente.

REPAY VIENE DE LA RAIZ PAY.

ESCUCHE A LA PRIMERA PALABRA EN CADA LINEA, LA PALABRA QUE ESTA SUBRAYADA. ENTONCES BUSQUE LA PALABRA EN LA LINEA DE LA DERECHA QUE SEA DERIVADA DE LA PRIMERA PALABRA.

NO SE ME ADELANTEN. ESPERE A QUE YO HAYA LEIDO CADA PALABRA PRIMERO.

TIENEN ALGUNA PREGUNTA?

Permita tres minutos o menos si todos los estudiantes han terminado.

AHORA, PASEN A LA PAGINA #6, "SONIDO DE LAS PALABRAS".

Vea que todos esten haciendolo correctamente. Ponga los ejemplos y las palabras de practica en la pizarra.

MIRE A LA PARTE SUPERIOR DE LA PAGINA #6. YO LES VOY A DAR EL SONIDO DE LA LETRA "I" USTEDES DEBEN DE BUSCAR LAS PALABRAS QUE TENGAN ESE SONIDO. LA PALABRA "PIE" TIENE EL SONIDO "I". HAGA UN CIRCULO ALREDEDOR DE LAS PALABRAS QUE TENGAN ESTE SONIDO.

TIENE LA PALABRA "LIKE" EL SONIDO "I"? SI, LIKE TIENE EL SONIDO "I". USTED DEBE DE HABER HECHO UN CIRCULO ALREDEDOR DE ESA PALABRA. AHORA, MIRE A LA PALABRA "TRY". TIENE LA PALABRA TRY ESE SONIDO.

Pausa. Asegurese de que cada estudiante lo esta marcando correctamente.

LA PALABRA TRY TAMBIEN TIENE EL SONIDO "I" ASI QUE DEBE DE HABER HECHO UN CIRCULO ALREDEDOR DE ELLA. AHORA, ESCUCHE LA LISTA DE PALABRAS DE PRACTICA" QUE LES VOY A LEER. HAGA UN CIRCULO ALREDEDOR DE TODAS LAS PALABRAS QUE TENGAN EL SONIDO "I". ACUERDESE DE QUE UNA PALABRA PUEDE TENER EL SONIDO "I" SIN QUE TENGA QUE TENER LA LETRA "I" EN ELLA, COMO EN LA PALABRA TRY

Lea la lista de las palabras de practica.

Pausa. Asegurese de que todos los estudiantes lo esten haciendo correctamente. Espere a que todos los estudiantes hayan terminado las palabras de practica, pero no mas de un minuto.

DEBEN DE HABER HECHO CIRCULO ALREDEDOR DE LAS PALABRAS EYE, NIGHT, CRY Y RIDE.

COMPRENDEN TODOS COMO ENCONTRAR LAS PALABRAS CORRECTAS?

TIENEN ALGUNA PREGUNTA?

AHORA, PASEN A LA PAGINA #7.

Asegurese de que todos lo hagan correctamente.

AHORA LES VOY A DAR UN SONIDO. EN SU EXAMEN USTEDES HARAN UN CIRCULO ALREDEDOR DE LAS PALABRAS QUE TENGAN ESE SONIDO.

ESCUCHE CUIDADOSAMENTE MIENTRAS LES DOY EL SONIDO PARA LA LISTA DE LA PAGINA #7. HAGA UN CIRCULO ALREDEDOR DE LAS PALABRAS QUE TENGAN EL SONIDO "K" COMO EN KITE, LICK, CAN.

ESCUCHEN CUIDADOSAMENTE MIENTRAS LES LEA CADA PALABRA Y HAGAN UN CIRCULO ALREDEDOR DE LAS PALABRAS QUE TENGAN EL SONIDO "K".

NO PASEN DE PAGINA.

El Examinador leera cada palabra haciendo una pequeña pausa para que los estudiantes puedan contestar.

AHORA, PASEN A LA PAGINA #8.

Asegurese de que todos lo hagan correctamente.

ESCUCHEN CUIDADOSAMENTE. BUSQUEN LAS PALABRAS QUE TENGAN EL SONIDO "E", COMO EN GREEN, SEE, EAT. ESCUCHEN MIENTRAS YO LES LEO CADA PALABRA Y HAGAN UN CIRCULO ALREDEDOR DE LAS PALABRAS CON EL SONIDO "E". NO PASEN DE PAGINA.

El Examinador leera cada palabra haciendo una pequeña pausa para que los estudiantes puedan marcar sus respuestas.

AHORA, PASEN A LA PAGINA #9.

Asegurese de que todos lo hagan correctamente.

ESCUCHEN CUIDOSAMENTE. BUSQUEN LAS PALABRAS QUE TENGAN EL SONIDO "A" COMO EN GATE, CHANGE, PLAIN. ESCUCHEN MIENTRAS YO LEO CADA PALABRA Y HAGAN UN CIRCULO ALREDEDOR DE LAS PALABRAS CON EL SONIDO "A". NO PASEN DE PAGINA.

Lea cada palabra y haga una pausa despues de cada una para que los estudiantes puedan marcar sus respuestas.

AHORA, PASEN A LA PAGINA #10.

Asegurese de que todos lo hagan correctamente.

EL SONIDO PARA LA LETRA EN LA PAGINA #10 ES "E". BUSQUEN CADA PALABRA QUE TENGA EL SONIDO "E" COMO EN MEN, BED, READY. ESCUCHEN MIENTRAS LES LEO CADA PALABRA Y HAGAN UN CIRCULO ALREDEDOR DE LAS PALABRAS CON ESE SONIDO.

Lea cada palabra y haga una pequena pausa para que los estudiantes marquen sus respuestas.

AHORA, PASEN A LA PAGINA #11.

Asegurese de que todos lo hagan correctamente.

EL SONIDO PARA LA LISTA EN LA PAGINA #11 ES "o". BUSQUEN LAS PALABRAS QUE TENGAN EL SONIDO "o" COMO EN PAW, CAUGHT, SAWING. ESCUCHEN MIENTRAS YO LEO CADA PALABRA Y HGAN UN CIRCULO ALREDEDOR DE LAS PALABRAS CON EL SONIDO "o".

Lea cada palabra y haga una pequena pausa para que los estudiantes marquen sus respuestas.

AHORA, PASEN A LA PAGINA #12.

Asegurese de que todos lo hagan correctamente.

ESCUCHEN MIENTRAS LES LEO LAS PALABRAS CON EL SONIDO "AIR" COMO EN BEAR, HAIR, WHERE. ESCUCHEN MIENTRAS LES LEO CADA PALABRA Y HAGAN UN CIRCULO ALREDEDOR DE LAS PALABRAS QUE TENGAN EL SONIDO "AIR" EN ELLAS.

Lea cada palabra y haga una pequena pausa, que los estudiantes marquen sus respuestas.

PAREN. CIERREN SUS EXAMENES. ASEGURENSE DE HABER PUESTO SU NOMBRE, CENTRO DE EDUCACION, CLASE Y MAESTRO EN LA CUBIERTA DEL EXAMEN.

AURAL DECODING

Level 3

Form 3

Fall, 1975

NAME _____

TEACHER _____

DATE _____

I.D.# _____

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I 3

PART ONE

WORD SOUNDS

Examples:

ride	sick	fine	wish
new	go	no	do

1.	my	many	eye	you
2.	glad	ran	rain	race
3.	kind	cow	know	city
4.	sugar	ship	match	sun
5.	two	toy	word	soon
6.	fur	run	earth	before
7.	eat	enter	bread	me
8.	bad	edge	handle	bottom
9.	fence	sick	tents	church

STOP

FIRST SYLLABLE

Examples:

Student	st	stu	stude
Children	chi	chil	child

10.	Conclude	co	con	conc
11.	Explain	expl	exp	ex
12.	Fountain	fo	fou	foun
13.	Frequent	fre	freq	frequ
14.	Abroad	abro	abr	a
15.	Between	be	bet	betwe
16.	Climate	cl	cli	clim
17.	Icicle	icic	ici	i

STOP

LAST SYLLABLE

Examples:

	Person	rson	son	on
	Principal	pal	ipal	al
18.	Animals	imals	mals	als
19.	Advocate	cate	ate	te
20.	Filament	ament	ment	ent
21.	Deceived	ceived	ived	ved
22.	Remedied	died	ied	ed
23.	Periscope	scope	cope	ope
24.	Shipment	pment	ment	ent
25.	Autograph	graph	aph	ph

STOP

ROOT WORDS

Examples:

Bushy	boss	bush	bus
Winner	winter	want	win
Untie	unite	tie	take

26.	Dishonestly	honest	one	homely
27.	Untangling	tangle	tan	undoing
28.	Prancing	once	dancing	prance
29.	Fiercest	cast	first	fierce
30.	Muddiest	die	muddy	meanest
31.	Believable	live	livable	believe
32.	Clearance	ran	cheerful	clear
33.	Replacement	ace	place	repayment

STOP

WORDS FROM ROOT WORDS

Examples:

Like	lick	likeable	lately
Comfort	came	coming	discomfort
Pay	repay	pie	depart

34.	Agree	argue	disagreeable	greener
35.	Complete	incompletely	compose	uncomplaining
36.	Turn	returning	term	tournament
37.	Brother	bother	overture	brotherhood
38.	Treat	trust	unmistaken	mistreatment
39.	Appear	oppose	repairable	disappearance
40.	Cheer	clean	chairmen	cheerfulness
41.	Assign	assist	reassignment	signature

STOP

PART TWO 6-3

WORD SOUNDS

EXAMPLES:

pie

like

try

PRACTICE WORDS:

1. eye
2. night
3. cry
4. ride
5. silly
6. ring

STOP

42. reduce

43. duck

44. cent

45. parking

46. sack

47. actual

48. decent

49. card

50. carton

51. child

STOP

52. fatter

53. seal

54. rose

55. feeling

56. scene

57. speed

58. flower

59. fled

60. tiny

61. seeking

STOP

62. game

63. care

64. painter

65. farther

66. straighten

67. fail

68. rainy

69. bead

70. pardon

71. sake

STOP

72. let

73. sender

74. stealer

75. feel

76. fret

77. bend

78. meaning

79. heavy

80. stream

81. resent

STOP

82. taller

83. tail

84. going

85. lost

86. uncross

87. baggy

88. foggy

89. dawn

90. cost

91. draft

STOP

92. hear

93. nearly

94. pear

95. repair

96. tearing

97. partner

98. gear

99. share

100. fairy

101. dare

STOP

NAME_____ TEACHER_____

ORAL PROFICIENCY TEST

I. Introduction:

1. What is your name?
2. Where do you live?
3. Who is your teacher?
4. How did you get to school today?

II. Preference & Comparison:

5. Tell me something you like to do?
6. What else do you like to do?
7. Is _____ fun?
8. Which would you rather do _____ or _____?
9. What don't you like to do?
10. Tell me about _____ & _____ in one sentence. Which do you like to do and which don't you like to do?

III. Soccer Picture:

11. What will happen next?
12. Who do you think will get the ball?
13. If he gets the ball, what do you think he might do with it?
14. What do you think will happen after the game?

IV. Obligation:

15. Where are you supposed to be right now?
16. Where are you supposed to be tomorrow morning/afternoon?
17. Was there anything you were supposed to do yesterday?

V. Future Progressive:

18. What will you be doing this Saturday?
19. What won't you be doing on Saturday?
20. Will I be seeing you on Saturday?
21. How could I see you on Saturday?

VI. Intention or Desire:

22. What did you want to be when you were younger?
23. Did you always want to be _____?
24. What are you now?
25. What else could you have become?
26. How could you have become a _____?
27. Why didn't you become a _____?

VII. Ability:

28. Tell me what you can do best?
29. What don't you know how to do very well?
30. What do you know how to do better than _____?
31. What would you like to be able to do?

VIII. Ballet Picture:

32. What are the people in this picture doing?
33. Where are the lines of dancing girls?
34. What are the dancers wearing?
35. Which way are they looking?
36. What do you think will happen next?
37. What will the man do next?
38. Tell me about the prima ballerina, how old do you think she is?
39. Tell me about the man, what do you think he is like?
40. How many girls are dancing?
41. I know you can't see them all, but how many men do you think there are? Why?
42. What do you think these dancers did before the show?
43. What do you think they will do after the show?
44. If a person wanted to become a ballet dancer, what would he or she have to do?
45. Could you become a ballet dancer?
46. Have you ever been toa ballet? Where?
47. What did you think of it?
48. Do you think you might go into New York to see the ballet sometime?

IX. Cartoon A:

49.
50.
51.
52.
53.
54.

Cartoon B:

55.
56.

Cartoon C:

57.
58.
59.
60.

ORAL PROFICIENCY TEST

STUDENT _____ DATE _____

	COMP.	STRUCTURE	CORRECT	PROMPTS	COMMENT
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

	COMP.	STRUCTURE	CORRECT	PROMPTS	COMMENT
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					
39.					
40.					
41.					
42.					
43.					
44.					
45.					

	COMP.	STRUCTURE	CORRECT	PROMPTS	COMMENT
46.					
47.					
48.					
49.					
50..					
51.					
52.					
53.					
54.					
55.					
56.					
57.					
58.					
59.					
60.					
TOT. SCORE					

PRONUNCIATION 0 1 2 3 4 5 6

FLUENCY 0 1 2 3 4 5 6

COMMENTS:

PICTURE 1

PICTURE 2

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JOHN TEST PICTURES

PICTURE 3

PICTURE 4

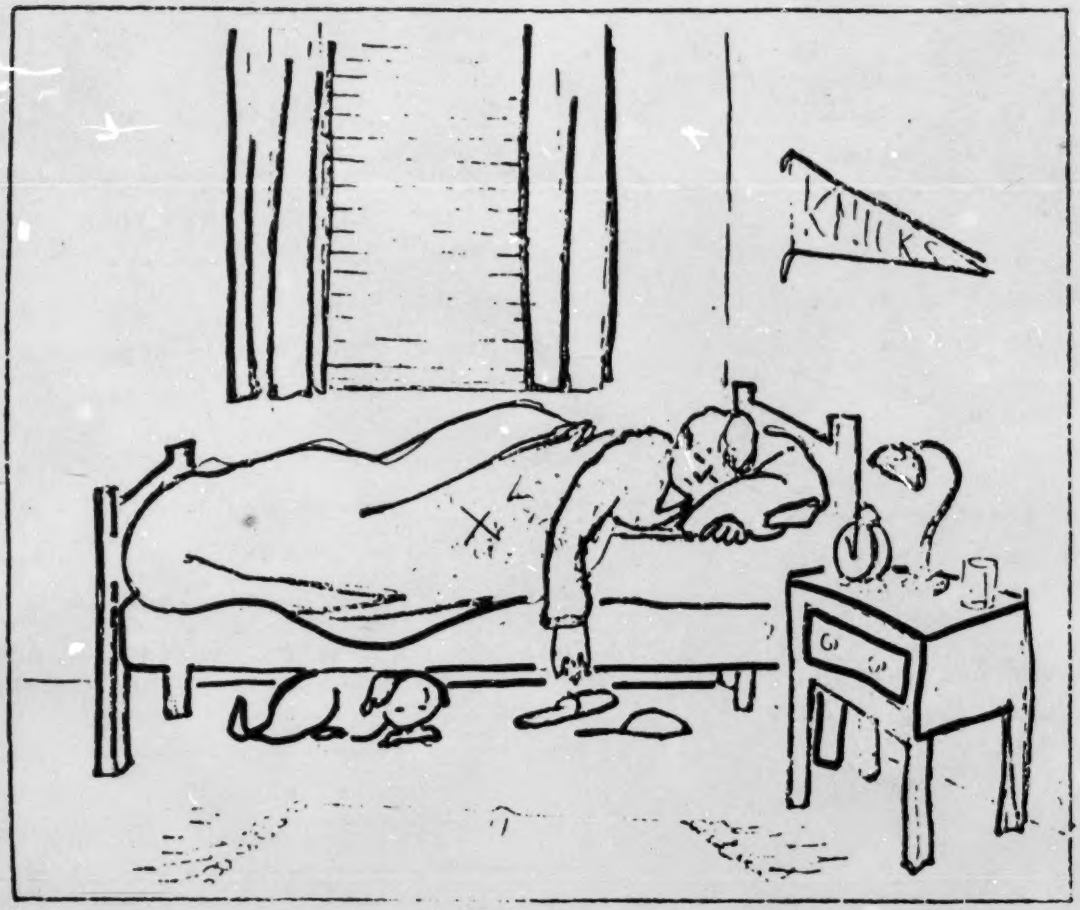
Copyright, Linda Kuntz, Hunter College.

PICTURE 5

PICTURE 6

Copyright, Linda Kuntz, Hunter College

JOHN TEST PICTURES Developed by Linda Kunz



PICTURE 7

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ESL ORAL PROFICIENCY TEST

Student's Name_____

Class_____ Cycle_____

Tester_____ Date:_____

PART I: COMPREHENSION QUESTIONS

Picture 1

Is John sitting on the bed?	0	1	2
Is there a watch on the table?	0	1	2
Is it morning or afternoon?	0	1	2
What time is it?	0	1	2

Picture 2

How does John go to school	0	1	2
Is there an old man on the bus?	0	1	2
What's the bus driver doing	0	1	2

Picture 3

Why is the T. sitting down?	0	1	2
All the students are men, aren't they?	0	1	2
Where's the teacher?	0	1	2

Picture 4

Where are the teacher's hands	0	1	2
How long have John and the T. been talking?	0	1	2

Picture 5

Who's behind the counter?	0	1	2
How many customers are there in the restaurant?	0	1	2
What's John going to do?	0	1	2

Picture 6

What kind of store is J. in?	0	1	2
Why did he come to this store?	0	1	2

Picture 7

What's under the bed?	0	1	2
Whose are they?			
Is John sleeping? How do you know?	0	1	2
Why is he sleeping?	0	1	2

PART II: CONNECTED DISCOURSE

Fluency: ___ ___ ___ ___

Structure: ___ ___ ___ ___

Pronunciation: ___ ___ ___ ___

Vocabulary: ___ ___ ___ ___ ___

PART III: ASKING QUESTIONS

Ask me his name.	0	1	2
Ask him whether he has a phone.	0	1	2
Ask him whether he's married.	0	1	2
Ask him how many children (brothers and sisters) he has.	0	1	2
Ask him where he was born.	0	1	2
Ask him when he came to N. Y.	0	1	2
Ask him how long he's been in this program.	0	1	2
Ask him what he'd like to do after he finishes the program.	0	1	2

RESULTS		
	Raw Scores	Conversion
PART		
PART II		
PART III		
TOTAL:		

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Scoring for the Oral Proficiency Test- THE JOHN TEST

Part I: Comprehension Questions

2 points = perfect utterance as an answer; factually and structurally perfect.

1 point = factually correct as a response to the question asked, but with an error in grammatical structure.

0 points = factually incorrect because of non-comprehension of the question; the factually incorrect answer may be grammatically correct--still score 0

"R" note = the examiner had to repeat the question, usually because of a direct request or a non-verbal request. The total number of "R's" is subtracted from the points for Part I because lack of facility in listening comprehension usually indicates a lack of competence in the oral language or a lack of familiarity with the oral language.

Part II: Connected Discourse

Fluency

14 = equal to a native speaker

12 = only slightly slower than native speaker speed, some hesitation

10 = slower than native speaker, and some fumbling for words and phrases

8 = hesitation between sentences, searching for adequate words, phrases, and constructions

6 = long pauses between sentences and constructions

4 = double attempts (not self-correction) and quite long pauses

2 = tried to tell the story but could not

0 = could not tell anything about the sequence of events

Structure

14 = equal to a native speaker

12 = occasional grammatical error (only 1 or 2 in whole story) past tense absolutely correct

10 = occasional grammatical errors, including one or two past tense errors

8 = many past tense errors along with other structure problems

6 = primarily complete sentences used, but there were some fragments and phrases substituted where a native speaker would use a complete sentence. Few past tense verbs used.

4 = lots of fragments; few, if any, complete sentences. Perhaps one or two verbs in the past tense

2 = tried to tell the story but could not

0 = could not tell anything about the sequence of events

The John Test- Scoring

Pronunciation

6 = native speaker

5 = one or two lapses or mispronunciations but close to native

4 = pronunciation basically clear and understandable, but not native speaker

3 = some pronunciation problems, especially in stress and intonation

2 = lots of pronunciation problems, many which interfere with communication

0 = could not tell anything about the sequence of events

Vocabulary

6 = native speaker

5 = missed one or two vocabulary items (usually nouns)

4 = several vocabulary items missed, indicating problems with verbs

3 = quite a few vocabulary gaps

2 = could not tell much about the sequence of events because of lack of vocabulary

0 = could not tell anything about the sequence of events

Placement or Proficiency (Based on total points)

Below 20 points on Part I and below 13 points on Part II.....Beginner

20-30 points on Part I and below 13 points on Part II.....High Beginner

Over 30 points on Part I and a total of 35-40 points.....Low Intermediate

Over 30 points on Part I and a total of 40-50 points.....Intermediate

50-60 points total.....High Intermediate

60-70 points total.....Advanced

Above 70 points total.....Very Advanced

84.....Native Speaker

ESL PROFICIENCY TEST: FORM C

Mr. Louis S. Morano, Test Writer

PASSIVE GRAMMAR TEST:

Select the correct answer. Only one sentence is grammatically correct. Place the letter (a, b, or c) of the correct sentence on the answer sheet.

EXAMPLE: a. We be happy.
b. We is happy.
c. We are happy.

1. a. This is a tables.
b. This is a table.
c. This is tables.

2. a. Is he a doctor?
b. Is he doctor?
c. Is he is a doctor?

3. a. There are stories excellents.
b. There are excellents stories.
c. There are excellent stories.

4. a. John watches television every day.
b. John watch television every day.
c. John watching television every day.

5. a. These are your book.
b. These are your books.
c. These are yours books.

6. a. Do she has a pencil?
b. Does she has a pencil?
c. Does she have a pencil?

7. a. Is this pencil mine?
b. Is this pencil my?
c. Is this pencil mines?

8. a. They are singing now.
b. They are sing now.
c. They singing now.

PASSIVE GRAMMAR TEST: FORM C

9. a. Is the sun is shining now?
   b. The sun shining now?
   c. Is the sun shining now?

10. a. This is John's car.
    b. This is the car of John.
    c. This is John car.

11. a. There are many students in the room.
    b. There is many students in the room.
    c. There is many student in the room.

12. a. We will be study tomorrow.
    b. We will study tomorrow.
    c. We will to study tomorrow.

13. a. I don't hear any someone.
    b. I don't hear anyone.
    c. I don't hear nobody.

14. a. John going to watch television tonight.
    b. John is going watch television tonight.
    c. John is going to watch television tonight.

15. a. Did they study all day?
    b. Did they studied all day?
    c. Did they studying all day?

16. a. Please writes carefully.
    b. Please write carefully.
    c. Please writing carefully.

17. a. John to Mary sent a telegram.
    b. John sent Mary a telegram
    c. John sent to Mary a telegram.

18. a. They speak very quickened.
    b. They speak very quick.
    c. They speak very quickly.

19. a. Him and me will leave now.
    b. He and I will leave now.
    c. He and me will leave now.

PASSIVE GRAMMAR TEST: FORM C

20. a. Mary isn't a teacher, is she?
    b. Mary isn't a teacher, isn't she?
    c. Mary is a teacher, not is she?

21. a. The boy is speaking my brother.
    b. The boy who is speaking is my brother.
    c. The boy who is speaking my brother.

22. a. We didn't eat lunch, and they did neither.
    b. We didn't eat lunch, and they neither did.
    c. We didn't eat lunch, and neither did they.

23. a. They don't know anything about it.
    b. They don't know nothing about it.
    c. They know anything about it.

24. a. John lives in New York, and I live too.
    b. John lives in New York, and I do too.
    c. John lives in New York, and I do live too.

25. a. It's too very hot to go for a walk.
    b. It's very hot to be go for a walk.
    c. It's too hot to go for a walk.

26. a. They have no friends.
    b. They have none friends.
    c. They have not no friends.

27. a. I was absent, but John was.
    b. I was absent, but John wasn't.
    c. I wasn't absent, but John wasn't.

28. a. This story is more interesting than that one.
    b. This story is interesting than that one.
    c. This story is more interesting that one.

29. a. Mary must have written a letter.
    b. Mary must written a letter.
    c. Mary must have wrote a letter.

30. a. Do you have many money?
    b. Do you have much money?
    c. Do have have much monies?

PASSIVE GRAMMAR TEST: FORM C

31. a. We have living here since 1965.
    b. We be lived here since 1965.
    c. We have lived here since 1965.

32. a. They used to go to the movies on Sundays.
    b. They use to go to the movies on Sundays.
    c. They used to going to the movies on Sundays.

33. a. Mary writing a letter when the phone rang.
    b. Mary was writing a letter when the phone rang.
    c. Mary be writing a letter when the phone ringing.

34. a. John is the best student of all.
    b. John is the most best student of all.
    c. John is the bestest student of all.

35. a. She ought not talking so much.
    b. She not ought to talk so much.
    c. She ought not to talk so much.

36. a. This book is as big as that one.
    b. This book is as bigger as that one.
    c. This book is bigger as that one.

37. a. I said that I warm.
    b. I said that I was warm.
    c. I said that warm.

38. a. We must eat dinner now.
    b. We must to eat dinner now.
    c. We must to be eat dinner now.

39. a. This car is smaller that one.
    b. This car is more smaller than that one.
    c. This car is smaller than that one.

40. a. They may leaving tonight.
    b. They may leave tonight.
    c. They may to leave tonight.

PASSIVE GRAMMAR TEST: FORM C

41. a. The money be stolen.
    b. The money be stealing.
    c. The money was stolen.

42. a. If I were you, I would go to a doctor.
    b. If I be you, I would go to a doctor.
    c. If I am you, I will go to a doctor.

43. a. The students have studying for three hours.
    b. The student have been studying for three hours.
    c. The students have be studying for three hours.

44. a. They should have went home earlier.
    b. They should have go home earlier.
    c. They should have gone home earlier.

45. a. The students enjoy reading.
    b. The students enjoy to read.
    c. The students enjoy read.

46. a. If you have the time, will you be call me tonight?
    b. If you have the time, would be be call me tonight?
    c. If you have the time, will you call me tonight?

47. a. Mary told me that he had already leaving.
    b. Mary told me that he have already leaving.
    c. Mary told me that he had already left.

48. a. Working all day makes me tired.
    b. To working all day makes me tired.
    c. To be work all day makes me tired.

49. a. John wishes that he be leave early.
    b. John wishes that he had left early.
    c. John wished that he have leaving early.

50. a. If I had have the time, I will have gone to the party.
    b. If I had have the time, I would have gone to the party.
    c. If I had had the time, I would have gone to the party.

END OF TEST

APPENDIX B

TEACHER QUESTIONNAIRE

WEST NEW YORK TEACHER QUESTIONNAIRE

1. Name: _____

   Age: _____

   Sex: _____

2. Undergraduate Work: _____

   Name of College: _____

   Major: _____

3. Graduate Work: _____

   Name of College: _____

   Major: _____

   Number of Credits Completed: _____

   Degree: _____

4. How many years have you been teaching? _____

   What level(s)? _____

5. How many years have you been teaching ESL? _____

   To children? _____ Years Teens? _____ Years Adults? _____ Years

6. How many ESL seminars and workshops have you attended? _____ Seminars _____ Workshops

7. How useful has your undergraduate experience been in teaching ESL?

   1 2 3 4 5

   Very useful Not at all useful

8. How useful has your graduate experience been in teaching ESL?

   1 2 3 4 5

   Very useful Not at all useful

9. How useful have you found the special ESL seminars and workshops in teaching ESL?

   1 2 3 4 5

   Very useful Not at all useful

10. Please try to estimate what percentage of your teaching falls into the following categories:

    a) audio-lingual _____ percent b) silent way _____ percent

    c) Other (please specify) _____ _____ percent

11. In one or two paragraphs please state your philosophy concerning ESL teaching, including the theory and methodology on which you base your own teaching.

Thank you very much. We appreciate your continued cooperation with the study.

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APPENDIX C

OBSERVATION LEXICON

WEST NEW YORK OBSERVATION SYSTEM CODING MANUAL

A. CONTEXT: These codes give the basic instructional design for the observation period.

Numbers were assigned for this section to make it easier for the observer to code.

1. DRILL: Anyone of a number of exercises which provide specific verbal skills.

2. WRITING: Observer will indicate what kind of writing it is -- some of the possibilities are:

GUIDED: When the student goes from a writing which has been prepared by the teacher and he must make certain changes.

FREE: When the student is asked to write about himself or some other topic and is given complete freedom in this chore.

DIRECTED: When the student is directed by the teacher to use a controlled vocabulary and a particular tense.

3. EXPLANATION: The teacher gives an extended explanation, usually to introduce a new lesson or concept.

4. DICTATION: The teacher dictates words, sentences or paragraphs while the students write them.

5. OTHER: Games, etc.

B. MATERIALS: Physical props used to aid instruction.

Numbers were assigned for this section to make it easier for the observer to code.

1. RODS: The use of Cuisenaire rods during the course of instruction.

2. CARTOONS: The use of drawings or cartoons during the course of instruction.

Example: Mimeo sheets with drawings which tell a story, cartoons, flash cards, etc.

3. PICTURES: The use of pictures or visual representations of objects during the course of instruction.

   Example: Magazine pictures, photographs, etc.

4. MIMEO SHEETS: The use of individual written information during the course of instruction.

5. OBJECTS: The use of actual objects with which the instruction is dealing.

   Example: The use of a ruler, pencil, cup, the objects contained in the classroom.

6. SIGHT WORDS: Any type of written representation of words or sentences.

C. STRATEGY/MODEL: Methods of instruction .

   Numbers were assigned for this section to make it easier for the observer to code.

1. QUESTIONS & ANSWERS:* The teacher's question or statement indicates the structure and most of the vocabulary needed in the student's response.

   Example: Teacher: "Tell me how many rods you have."

   Students: "I have three rods."

2. FREE RESPONSE:* The teacher's statement or question indicates the structure but not the ideas or vocabulary of the student's response.

3. REPETITION: The primary method of instruction consists of the teacher modeling usage or pronunciation and the students repeating. This must occur with more than one word.

4. DIRECTED DIALOGUE:* The teacher indicates in very specific terms what the student is to say to another student.

Example: Teacher: "Ask Sylvia how many rods she has."

Student: "Sylvia, how many rods do you have?"

5. DISCUSSION: The teacher or the students engage in an exchange of information during the instructional period. It may involve an exchange of questions and explanations or the teacher may set up a topic and ask the students to discuss it.

6. OTHER: Games, etc.

D. TEACHER BEHAVIOR I: Discrete instructional behaviors.

1. QUESTION:* Interrogative statements.

Example: Teacher: "What is in the classroom?"

Teacher: "What did you say?"

Teacher: "What is the word?"

2. SERIAL REDIRECT: The teacher asks several students, in sequence, the same question. The number of times this is done is recorded in the frequency column.

Example: Teacher: "How've you been?"

Student #1: "I've been fine."

Teacher: "How've you been?"

Student #2: "I've been fine."

Teacher: "What did you do this weekend?"

Student #1: "I went fishing".....

Teacher: "What did you do this weekend?"

Student #6: "I baked bread this weekend."

3. DIRECTION:** Instructions or requests addressed to one or more students.

   Example: Teacher: "Go write that on the board."

   Teacher: "Now we are going to start reading the sentences on the board. George, you start."

   Teacher: "Do you want to read the next one?"

   Teacher: Hands student a piece of chalk and points to board.

4. MODELS: Teacher provides the correct usage or pronunciation.

5. WRITES ON BOARD: The teacher writes the student's response on the board or writes something that she has developed.

6. EXPLANATION: The teacher answers a student's question and gives the reasons for the answer or describes a concept to the class.

   Example: Teacher: "In English we wouldn't say a little boy is pretty, we would say he is cute."

7. OTHER: Games, etc.

E. CLASS/GROUP/IND: This column indicates who the teacher is addressing.

   CODE 1 Class
   2 Group
   Ind.

1. CLASS: The teacher is addressing the whole class.

2. GROUP: The teacher has broken the class into distinct groups and is addressing one of these.

3. INDIVIDUAL: The teacher is addressing a specific individual. A code of S in this column indicates the teacher addressed several individuals in turn. This code is most often used in conjunction with a code of Serial Redirects.

F. STUDENT BEHAVIOR

1. ANSWERS: A student answers a question directed to him by the teacher.
2. FREE RESPONSE:* The teacher's statement or question indicates the structure but not the ideas or vocabulary of the student's response.
3. PRACTICES: The student repeats what the teacher has modeled.
4. WRITES ON BOARD: The student writes his response on board.
5. READS: Student reads from the written material he has been presented.
6. CHOOSES NOT TO RESPOND: The student indicates to the teacher he does not wish to respond to the question or direction.
7. ASKS QUESTIONS: Student makes an interrogative statement to the teacher or to another student.
8. CONVERSATION:* A discussion develops between two or more students during the course of instruction. The teacher is not included in this discussion.
9. STUDENT-STUDENT FEEDBACK: A student gives another student information about the correctness or incorrectness of his response. This feedback is student originated, the teacher does not request it.

   Example: Student #1: "I am give her two pink rods."

   Student #2: "Giving."

10. OTHER: Games, etc.

G. POSITIVE: The teacher responds with approval using verbal and/or nonverbal indicators.

Example: Student: "I will go to the store tomorrow."

Teacher: "Very good."

H. CORRECTIVE: The teacher supplies the information necessary for a student to correct his response.

Example: Student: "He go to the store."

Teacher: "sss"

Teacher: "He goes to the store?"

I. NEGATIVE: The teacher responds negatively using verbal and/or non-verbal indicators.

Example: Student: "I be here tomorrow."

Teacher: "No."

Student: "I can go maybe."

Teacher: "Wow," with appropriate hand motions.

J. TEACHER BEHAVIOR II:

1. MODELS: Teacher provides the correct usage or pronunciation.

2. PROMPTS:** The teacher gives the students cues on how to modify their response in order to make it correct or she gives them a hint what their response should be. The number of times these hints or cues occur is recorded in the frequency column.

Example: Teacher: Non-verbal sign for little word.

Teacher: Non-verbal sign for past tense.

Teacher: "He go to the store?" Response "Goes."

3. ASKS STUDENT TO REPEAT:* The teacher asks the students to say again what they have said.

   Example: Teacher: "Again."

   Teacher: "Not put it together."

4. REPEATS: Teacher repeats verbatum what the student has said.

   Example: Student: "I went to the store."

   Teacher: "I went to the store."

5. EXPLANATION: The teacher answers a student's questions and gives the reasons for the answer or describes a concept to the class.

   Example: Teacher: "In English we wouldn't say a little boy is pretty, we would say he is cute."

6. WRITES ON BOARD: The teacher writes the student's response on the board or writes something that she has developed.

7. DIRECTION:** Instructions or requests addressed to one or more students.

   Example: Teacher: "Go write that on the board."

   Teacher: "Now we are going to start reading the sentences on the board." "George, you start."

   Teacher: "Do you want to read the next one?"

   Teacher: Hands a student a piece of chalk and points to board.

8. QUESTION:* Interrogative statements.

   Example: Teacher: "What is in the classroom?"

   Teacher: "What did you say?"

   Teacher: "What is the word?"

9. ALTERNATE RESPONSE:* The teacher indicates that the student should express his response in a different way.

   Example: Teacher: "Say it another way."
   Teacher: "Can you say that differently."
   Teacher: "Try using the contraction."

K. STUDENT MODELS:* The teacher directs a student to model the correct usage or pronunciation for the class.

   Example: Teacher: "Listen to Jose say it."

L. STUDENT PROMPTS:** A student gives cues or hints to another student.

   Example: Teacher: "When did you go to the store?"
   Student #1: I went to the store ...."
   Student #2: "Yesterday."
   Student #1: "I went to the store yesterday."

M. STUDENT BEHAVIOR

1. ANSWERS: A student answers a question directed to him by the teacher.
2. FREE RESPONSE:* The teacher's statement or question indicates the structure but not the ideas or vocabulary of the student's response.
3. PRACTICES: The student repeats what the teacher has modeled.
4. WRITES ON BOARD: The student writes his response on board.
5. READS: Student reads from the written material he has been presented.
6. CHOOSES NOT TO RESPOND: The student indicates to the teacher he does not wish to respond to the question or direction.
7. ASKS QUESTION: Student makes an interrogative statement to the teacher or to another student.

8. CONVERSATION:* A discussion develops between two or more students during the course of instruction. The teacher is not included in this discussion.

9. STUDENT-STUDENT FEEDBACK: A student gives another student information about the correctness or incorrectness of his response. This feedback is student originated, the teacher does not request it.

Example: Student #1: "I am give her two pink rods."

Student #2: "Giving."

10. OTHER: Games, students adding to lists of adjectives, nouns and verbs on board, then making sentences from lists; student reading for eight minutes; small groups discussing a reading assignment or cartoon; students making list of everything one has t. know to go to the gas station or grocery store; etc.

*These definitions were adapted from:

Politzer R. L. & Weise, 1. Characteristics and Behaviors of the Successful Foreign Language Teacher (Technical Report No. 5) Stanford, California, Stanford Center for Research and Development in Teaching, April 1969 pp. 6-7.

**These items are coded with a V for verbal, an N for non-verbal or a B for both verbal and non-verbal.

On the student feedback the items are coded with an E if the response was in English or an S if the response was in Spanish.

SAMPLE OBSERVATION CODING SHEET

(Actual size of Coding Sheet is 8 1/2 by 14 inches.)

Sample Observation Coding Sheet

DATE 1.16.76 TEACHER _____ TIME _____ NO. OF STUDENTS _____ OBSERVER _____

CLASS SET UP 1 1 STRUCTURE What (future) are the children going to Do Tomorrow?

CONTEXT	MATERIAL	STRATEGY	TEACHER BEHAVIOR: QUESTION	SERIAL REDIRECT	DIRECTION	MODELS	WRITES ON BOARD	EXPLANATION	CLASS/GROUP/IND.	STUDENT BEHAVIOR: ANSWERS	FREE RESPONSE	PRACTICE	WRITES ON BOARD	READS	CHOOSES NOT TO RESP.	ASKS QUESTIONS	CONVERSATION	S/S FEEDBACK	POSITIVE	CORRECTIVE	NEGATIVE	TEACHER BEHAVIOR: MODELS	PROMPTS	ASKS TO REPEAT	REPEATS	EXPLANATION	WRITES ON BOARD	DIRECTION	QUESTION	STUDENT MODELS	STUDENT PROMPTS	STUDENT BEHAVIOR: ANSWERS	FREE RESPONSE	PRACTICE	WRITES ON BOARD	READS	CHOOSES NOT TO RESP.	ASKS QUESTIONS	CONVERSATION	S/S FEEDBACK	COMMENT
1	✓	1	✓						1	✓								✓								✓																
			✓						1	✓								✓									✓															
			✓						1	✓								✓																							
			✓						1									✓																							
			✓						1	✓								✓																							
			✓		✓				1	✓										✓								✓											
					✓				1	✓										✓																			
			✓					✓	1	✓								10	1	✓																			
			✓					✓	1	✓									1																			
					✓				1	✓										✓																			
			✓						1	✓										✓																			
			✓						1	✓										✓																			
					✓				1							✓																							
1	✓	1	9		4		1	1	12	10						1		5	3	5		8		3	1		2	2				3		2							

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APPENDIX D

DATA PROCESSING

Data Processing

Data Transcription

Student Performance Data

In November, 1975, an Aural Decoding test and a set of Literacy items were administered as pretests to 148 students enrolled in the day-school. The John and Morano tests were also administered to these students. These four tests were administered as pretests to 46 students in the night-school in March and April, 1976.

In May, 1976, a parallel form of the Aural Decoding test, an Oral Proficiency test, and the Literacy test were administered as posttests to 120 students enrolled in the day-school. The Oral Proficiency test and the Literacy test were administered as posttests to 43 students in the night-school in May, 1976.

Upon completion of each test administration, the following procedure was followed. The test booklets were returned to the secretary. The secretary also received class lists and prepared student rosters with a unique identification number (ID) for a student followed by the student's name. The ID number contained a teacher code, a class time code, a level code, and student number. Using this roster, the secretary assigned ID numbers to the test booklets. For some of the tests, coding item responses and transferring of coded responses to keypunch forms were required. Information on which students took which tests was also recorded on master reports. Coding quality control was performed where necessary. When coding was complete, the test booklets, coding forms, student roster and master reports

were sent to the Princeton Office of ETS (PO/ETS). See Chart I.

The associate project director received the materials. Test booklets not accompanied by coding sheets were sent directly to the ETS Keypunch Department. The ID number, responses to the test items and an appropriate test code supplied by the senior data analyst were keyed onto a key disk and verified. A nine-tract unlabeled computer tape was written from the key disk and forwarded to the ETS Computer Center. The data on the tape were copied to a disk dataset. The test booklets were returned to the associate project director.

Coding forms were forwarded to the senior data analyst in the ETS Office of Data Analysis Research (ODAR). These data were keypunched on cards and verified by the ODAR keypunch support clerk. The cards were input to a program copying the data to a disk dataset.

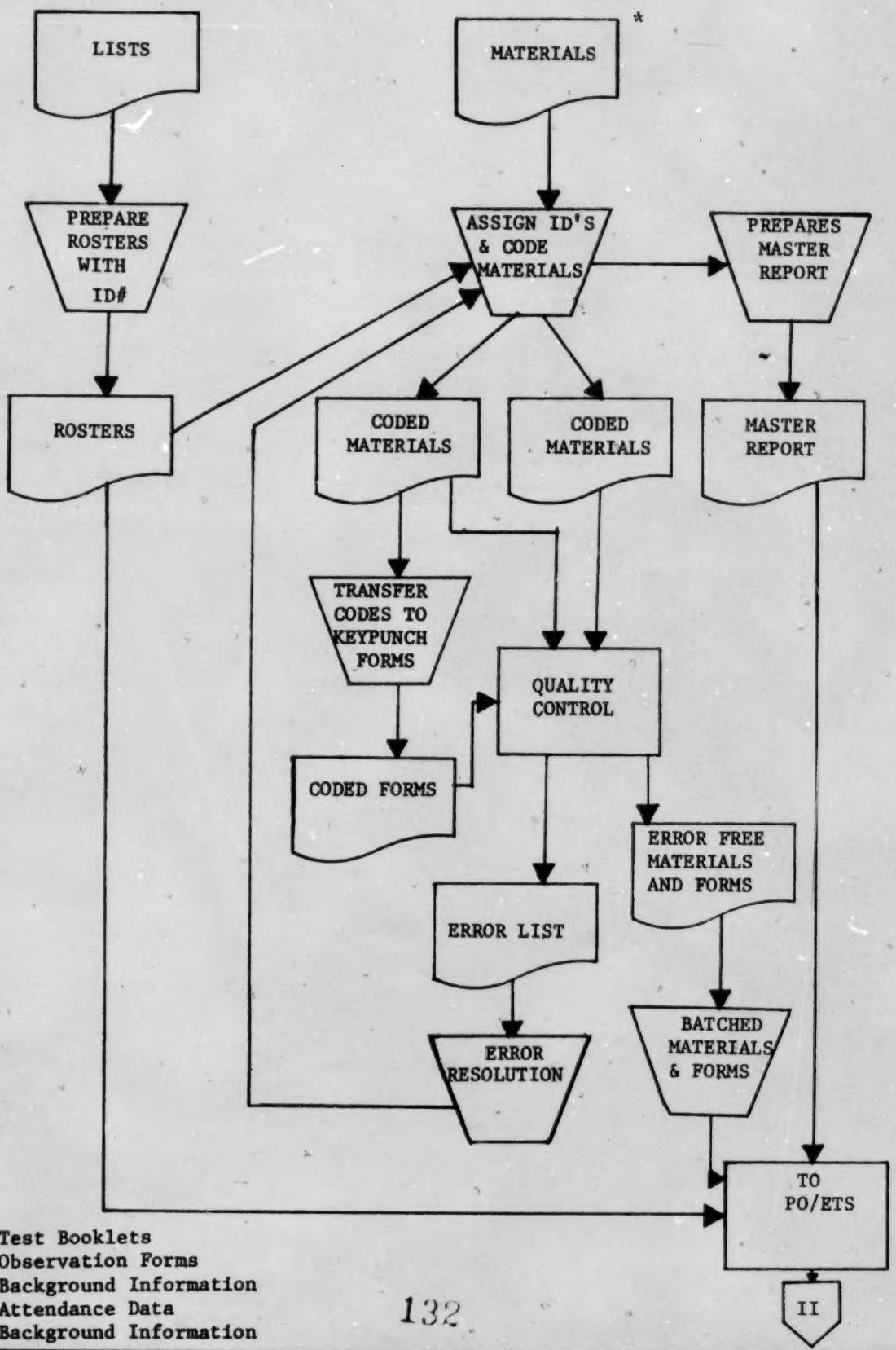
The roster and master report were forwarded to the ODAR senior data analyst. The roster data were also keypunched and verified on cards by the ODAR keypunch support clerk. (Roster data were always kept separate from testing data). See Chart II.

The roster and student test data were sorted and edited.

Student Background Data and Attendance Data

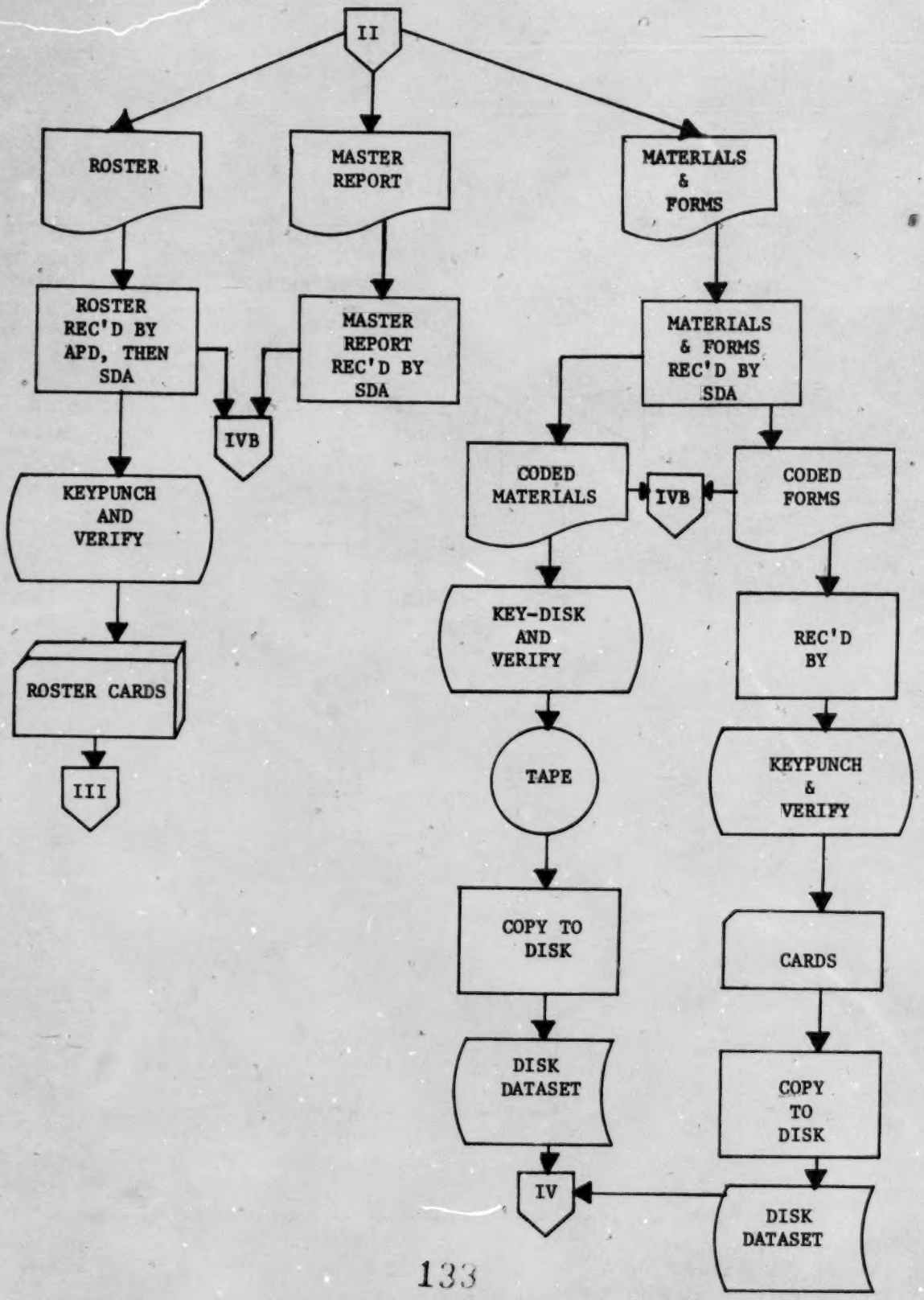
Student background data were gathered on the Student Information Sheet (SIS) for day and night students concurrent with pre-testing. The completed forms were forwarded to the secretary. Using the student roster and coding specifications from the associate project director, the secretary coded the ID number and SIS information onto coding forms. The SIS data and the coding forms were forwarded to PO/ETS. See Chart I.

CHART I



*Student Test Booklets
Teacher Observation Forms
Student Background Information
Student Attendance Data
Teacher Background Information

CHART II


II
ROSTER
MASTER REPORT
MATERIALS & FORMS
ROSTER REC'D BY APD, THEN SDA
MASTER REPORT REC'D BY SDA
MATERIALS & FORMS REC'D BY SDA
IVB
CODED MATERIALS
IVB
CODED FORMS
KEYPUNCH AND VERIFY
KEY-DISK AND VERIFY
REC'D BY
ROSTER CARDS
TAPE
KEYPUNCH & VERIFY
III
COPY TO DISK
CARDS
DISK DATASET
COPY TO DISK
IV
DISK DATASET

The SIS data and coding forms were received by the associate project director and were forwarded to the ODAR senior data analyst. The coded data were keypunched and verified on cards by the ODAR keypunch support clerk. The cards were input to a program copying the data to a disk dataset. See Chart II.

These data were sorted and edited.

Student attendance data (the amount of time a student attended class) were collected in the spring. This information was provided about each student and was supplied by each teacher. This information was forwarded to PO/ETS. See Chart I.

The attendance data were received by the associate project director and were forwarded to the ODAR senior data analyst. The student's ID number and the attendance information were put on coding forms. These data were keypunched onto cards and verified by the ODAR keypunch support clerk. The cards were sorted and edited. See Chart II.

Teacher Observation Data

Six teachers in the day-school teaching in 14 classes were observed from January to March, 1976. Six teachers in the night-school teaching in 6 classes were observed from February to May, 1976. The observations were recorded on forms which were forwarded to the secretary. Using the class-roster, the secretary recorded ID numbers containing the class code, observer code, the date of observation and the observation data on keypunch forms. The original observation forms and the coded forms were forwarded to the PO/ETS. See Chart I.

These forms were received by the associate project director. The coded forms were sent to the ETS Keypunch Department. Using the directions

prepared by the senior data analyst, key disks were written and the key disk data were merged onto a nine-track labeled computer tape. The tape was forwarded to the Computer Center. The data on tape was copied to a disk dataset. The coded forms were returned to the senior data analyst. See Chart II.

Teacher Questionnaire Data

The teacher questionnaire data were collected, coded by the associate project director, and then processed in a manner similar to the processing used for the student background data. See Charts I and II.

Data Editing, Error Resolution, and Data Correction

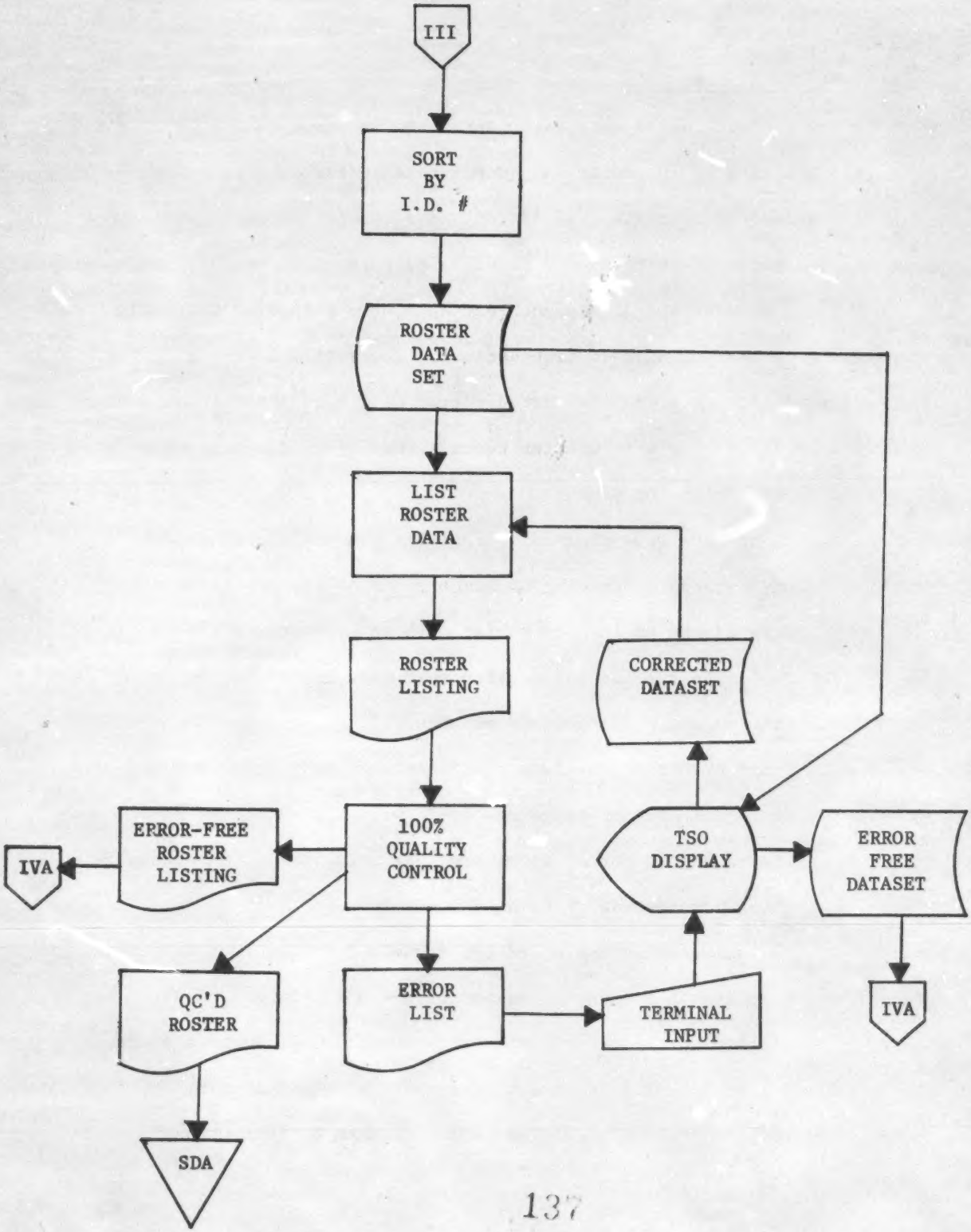
Student Performance Data

The student roster data cards were used as input to a program which sorted the data by ID number and output this sorted data to a disk dataset. The sorted data also was listed and a 100 percent quality control check was made. No errors were found. See Chart III.

The disk datasets of student test data were sorted by test code within ID number to another disk dataset. The sorted data was listed. The sorted test data and the sorted roster data were input to an edit program. The errors were written to an error list. The data were edited in the following manner:

1. ID numbers were checked against the student roster dataset. Any records containing ID numbers not on the roster dataset were listed on the error list with an appropriate error message.
2. Duplicate records for a given test were listed on the error list with an appropriate error message.
3. Range checks on all item responses were made. Any records containing out of range responses were listed on the error list and each out of range item was underlined. An appropriate error message was written.
4. The number of items coded for a given test was checked. If more than the expected number were coded, the record was written to the error list with an appropriate error message.
5. For each test (per student), a count of the number right was made. If the number right was less than half the possible total

CHART III


III
SORT BY I.D. #
ROSTER DATA SET
LIST ROSTER DATA
ROSTER LISTING
CORRECTED DATASET
ERROR-FREE ROSTER LISTING
IVA
100% QUALITY CONTROL
TSO DISPLAY
ERROR FREE DATASET
QC'D ROSTER
ERROR LIST
TERMINAL INPUT
IVA
SDA

number right, the record was written to the error list with an appropriate error message. This was done to check for possible miscodings.

The associate project director and the senior data analyst, resolved the errors using the error list, roster, test booklets, coding sheets and master list. See Chart IV.

Using the corrected error list as a guide, the senior data analyst made all necessary corrections via the TSO terminal. The corrected file was re-edited until no errors occurred. See Chart V.

Student Background Data and Attendance Data

These data was edited and corrected using a procedure similar to that used for the student performance data. See Charts IV and V.

Teacher Observation Data

These data were also edited and corrected using a procedure similar to that used for the student performance data. See Charts IV and V.

Teacher Questionnaire Data

These data, too, were edited and corrected using a procedure similar to that used for the student background data. See Charts IV and V.

CHART IV

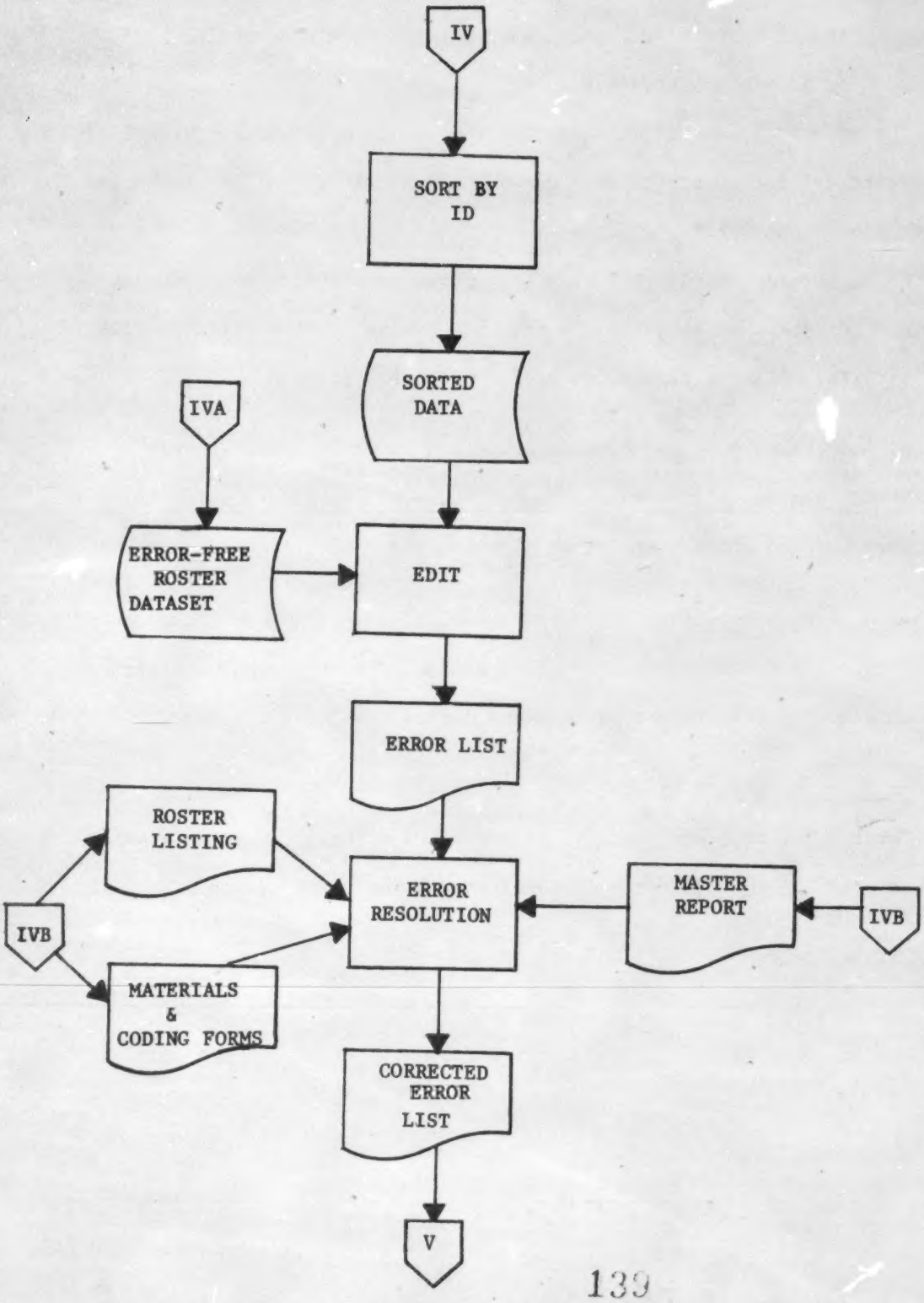
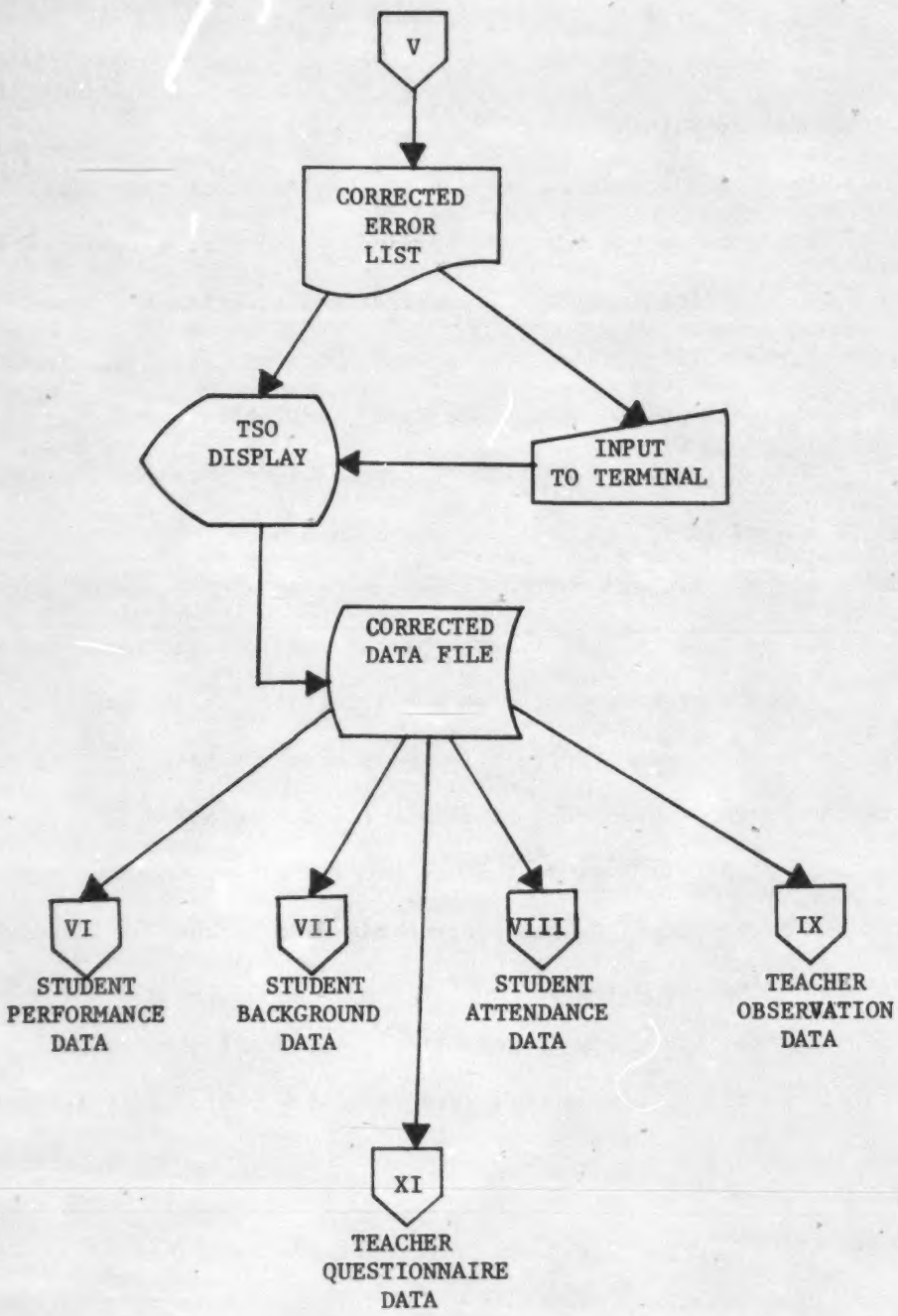

IV
SORT BY ID
SORTED DATA
IVA
ERROR-FREE ROSTER DATASET
EDIT
ERROR LIST
ROSTER LISTING
IVB
ERROR RESOLUTION
MASTER REPORT
IVB
MATERIALS & CODING FORMS
CORRECTED ERROR LIST
V

CHART V


V
CORRECTED ERROR LIST
TSO DISPLAY
INPUT TO TERMINAL
CORRECTED DATA FILE
VI
STUDENT PERFORMANCE DATA
VII
STUDENT BACKGROUND DATA
VIII
STUDENT ATTENDANCE DATA
IX
TEACHER OBSERVATION DATA
XI
TEACHER QUESTIONNAIRE DATA

Scoring and Preliminary Analyses

Student Performance Data

Total scores and subscores were computed after each test administration. Each score or subscore was obtained by comparing item responses with the answer key for each test or subtest and counting the number of correct responses. After these scores were obtained, frequency distributions, means and standard deviations, and correlations were computer for these scores. These descriptive statistics were prepared for the total group and by level.

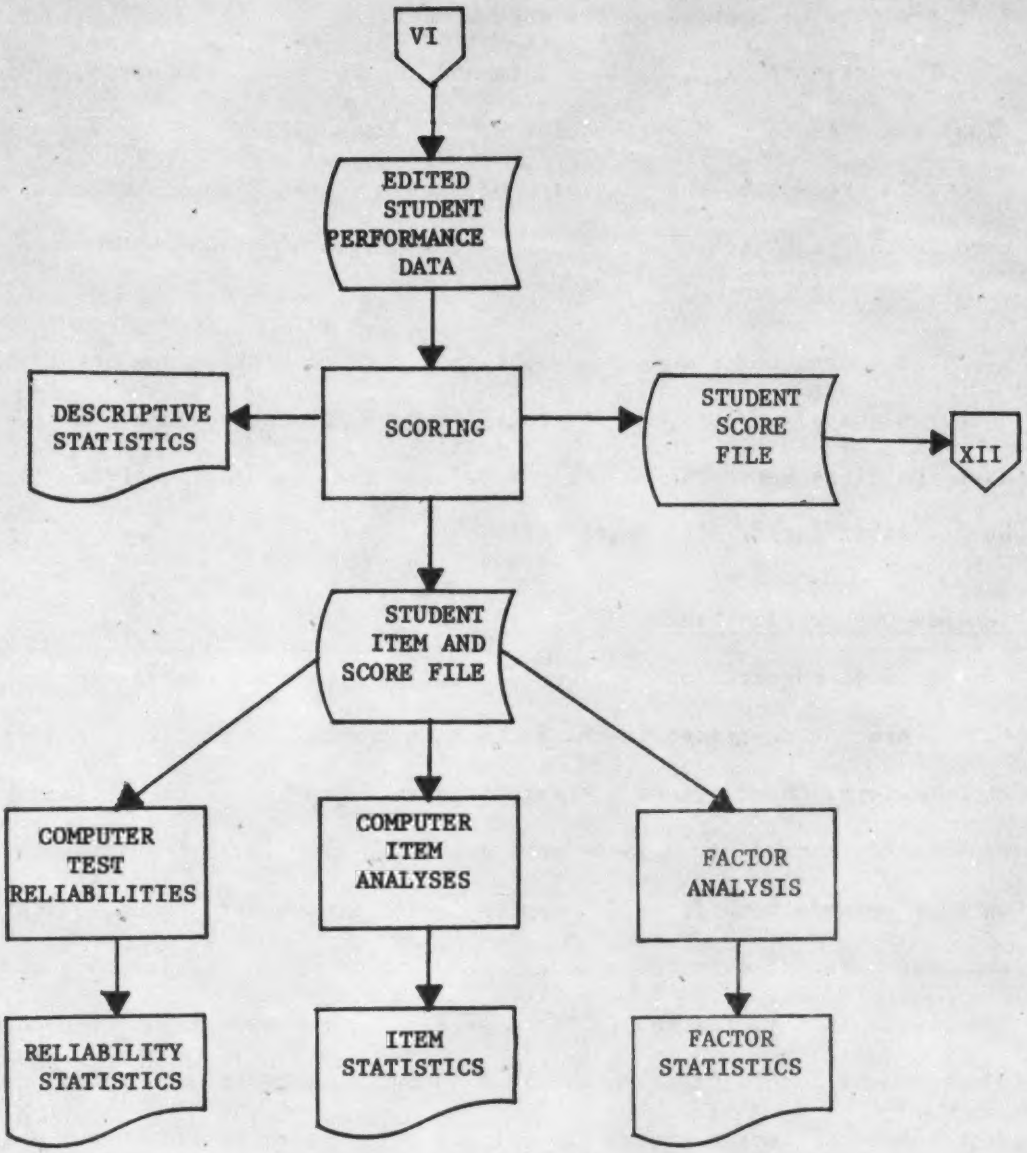
Item analyses were run on the items composing each score or subscore. Total test and subtest reliabilities were computed. Factor analyses were also run to see if other subscores were meaningfully related to the variables in the analyses. Score files were also created.

Once the spring scores were obtained, the spring and fall scores files were matched. Eighty-four student score records were matched on the day-school file. Forty-one student score records were matched on the night-school file. Using the matched file for input (again day and night files were kept separate) frequency distributions, means and standard deviations and correlations of the scores were computed. Regression analyses were run using the fall student scores to predict the spring scores. See Chart VI.

Student Background Data and Student Attendance Data

The student background data, in coded form, represented exactly the information that was collected. These data were then input into a frequency distribution. Using the output, the statistician recoded the student background information. The recoded information was factor analyzed and two

CHART VI


VI
EDITED STUDENT PERFORMANCE DATA
DESCRIPTIVE STATISTICS
SCORING
STUDENT SCORE FILE
XII
STUDENT ITEM AND SCORE FILE
COMPUTER TEST RELIABILITIES
COMPUTER ITEM ANALYSES
FACTOR ANALYSIS
RELIABILITY STATISTICS
ITEM STATISTICS
FACTOR STATISTICS

factor scores were obtained for each student.

The original data, recoded data and the factor scores were used in final analyses to be described later. See Chart VII.

This procedure, the obtaining of factor scores for each student, was used in the night school to help select a sample of students for participation in the study.

Two scores per student were obtained from the attendance data: the number of days in class and the ratio of days in class to the number of days the class met. These scores were also used in final analyses to be described later. See Chart VIII.

Teacher Observation Data

Teacher observation data were scored on "episode" records according to the process described in the section of the report entitled "Analysis of Behavioral Observations". Factor analysis was run on these first scores. Nine factor scores per episode were generated from the original scores on each episode record. Nine session factor scores were found by averaging each factor score over the episodes occuring in a day (or session) of observation for a classroom. These session scores were input to a canonical discriminant function analysis. Four canonical factors were found per class. Four canonical factor scores per episode were generated from the nine factor scores per episode. All thirteen scores per episode were input to a nested analysis of variance program.

The session factor scores were averaged over class to obtain class factor scores for use in the final analyses. The four canonical factors per classroom were also used in the final analyses. See Charts IX and X.

CHART VII

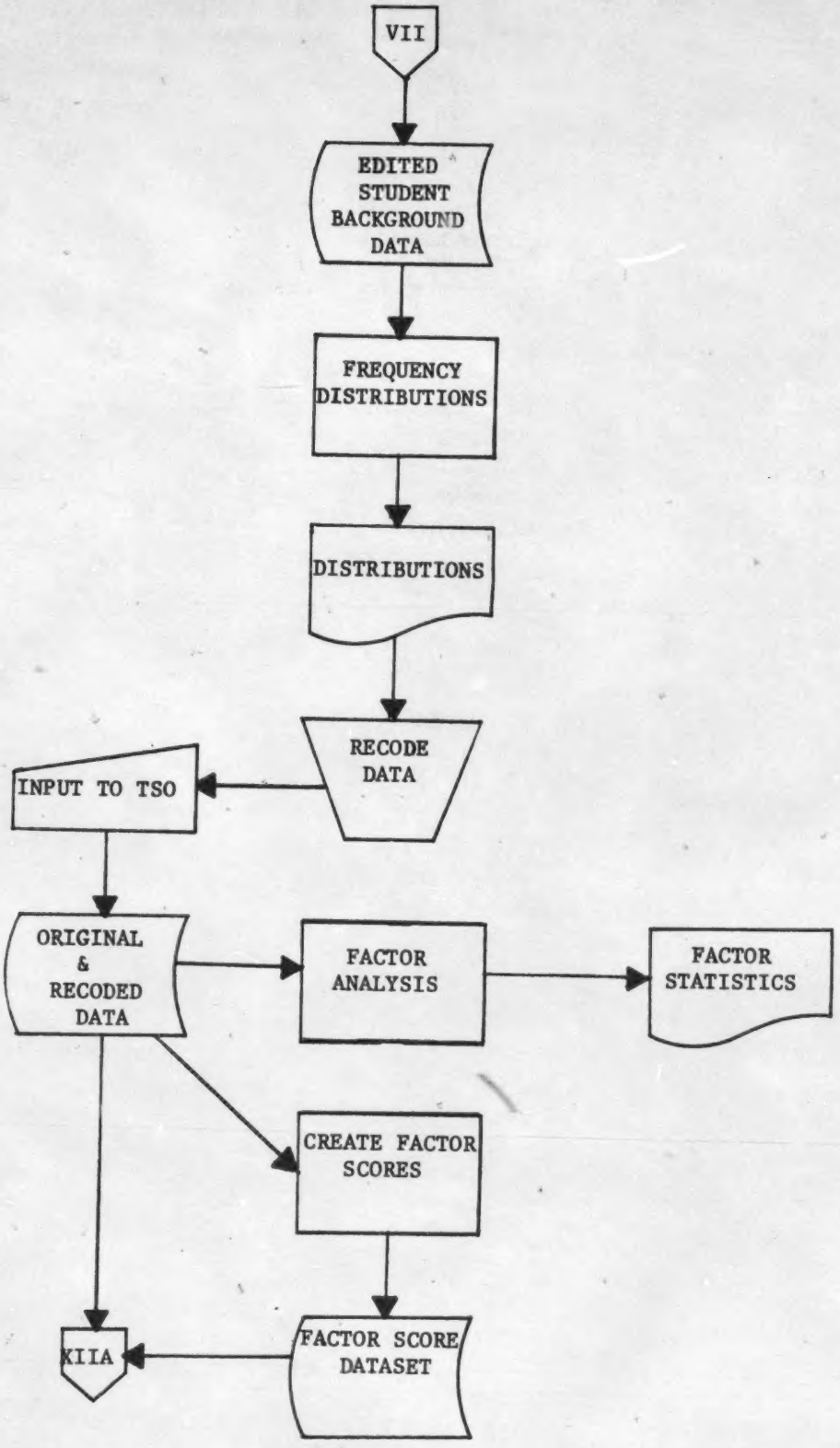

VII
EDITED STUDENT BACKGROUND DATA
FREQUENCY DISTRIBUTIONS
DISTRIBUTIONS
RECODE DATA
INPUT TO TSO
ORIGINAL & RECODED DATA
FACTOR ANALYSIS
FACTOR STATISTICS
CREATE FACTOR SCORES
FACTOR SCORE DATASET
XIIA

CHART VIII

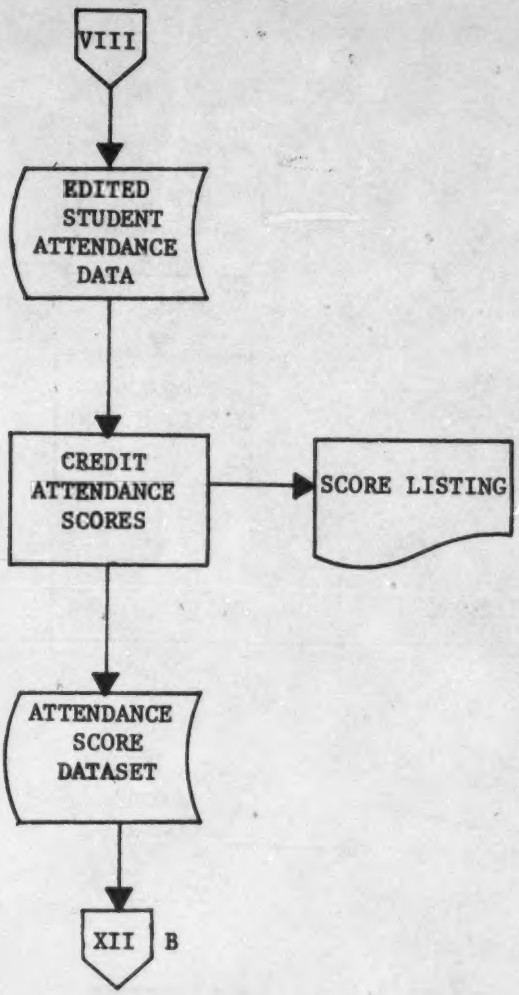

VIII
EDITED STUDENT ATTENDANCE DATA
CREDIT ATTENDANCE SCORES
SCORE LISTING
ATTENDANCE SCORE DATASET
XII
B

CHART IX

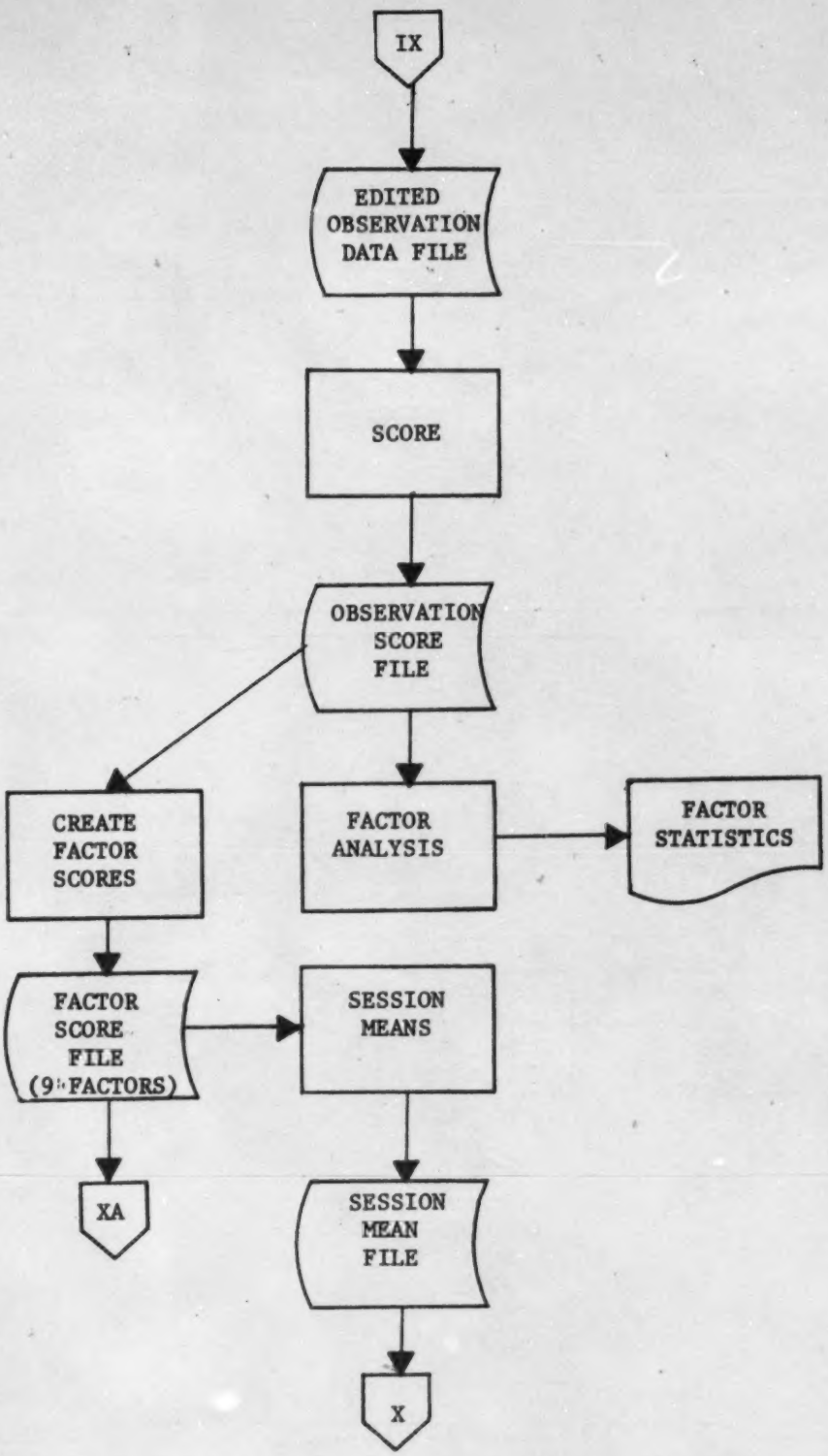

IX
EDITED OBSERVATION DATA FILE
SCORE
OBSERVATION SCORE FILE
CREATE FACTOR SCORES
FACTOR ANALYSIS
FACTOR STATISTICS
FACTOR SCORE FILE (9 FACTORS)
SESSION MEANS
XA
SESSION MEAN FILE
X

CHART X

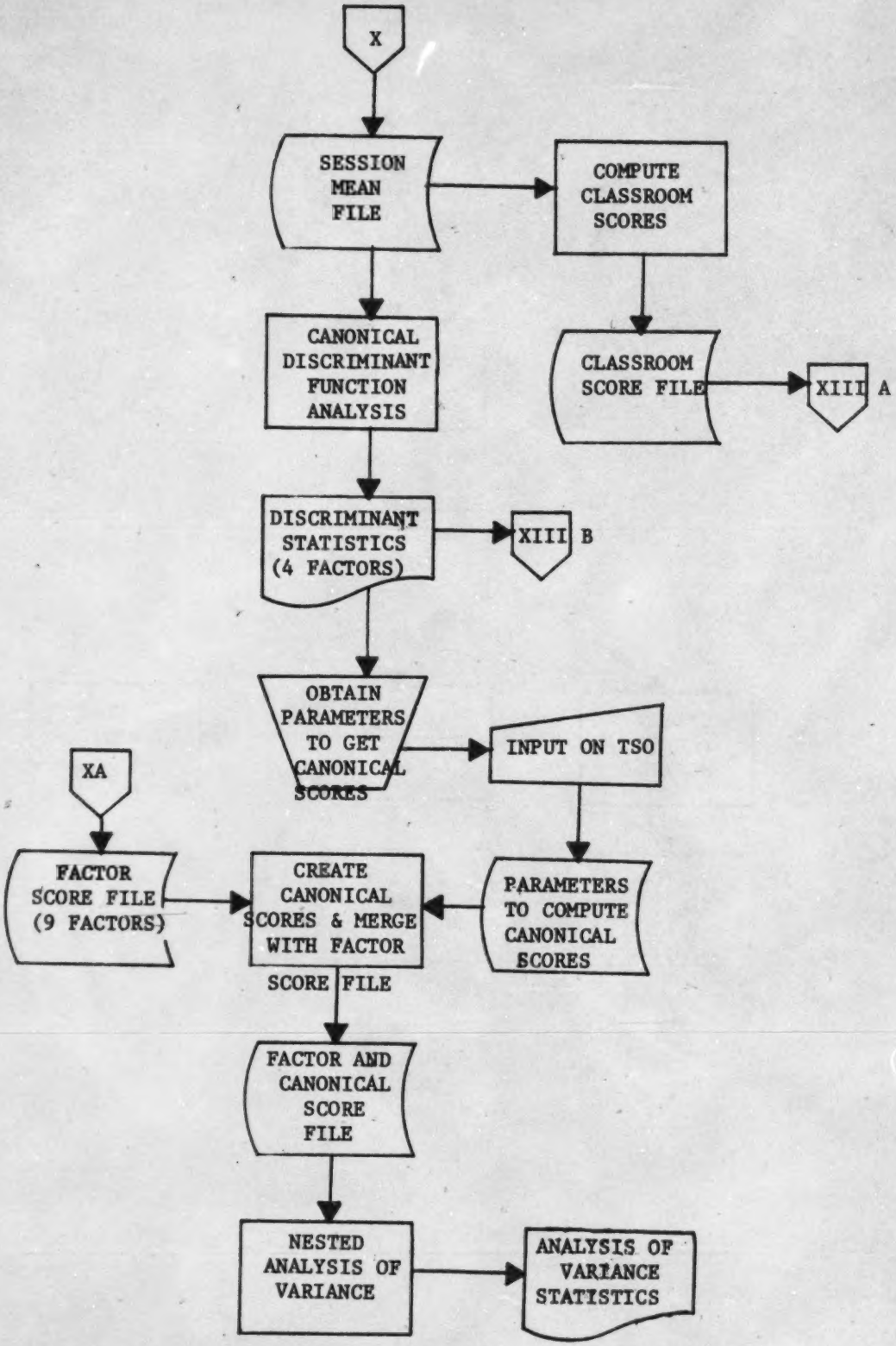
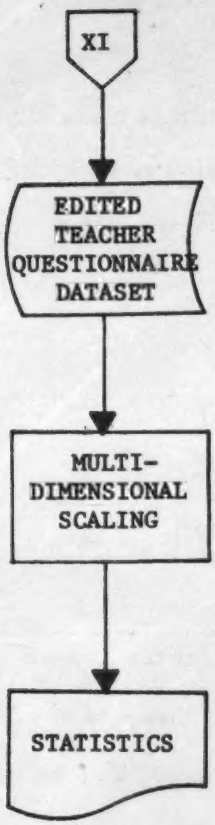

X
SESSION MEAN FILE
COMPUTE CLASSROOM SCORES
CANONICAL DISCRIMINANT FUNCTION ANALYSIS
CLASSROOM SCORE FILE
XIII A
DISCRIMINANT STATISTICS (4 FACTORS)
XIII B
OBTAIN PARAMETERS TO GET CANONICAL SCORES
INPUT ON TSO
XA
FACTOR SCORE FILE (9 FACTORS)
CREATE CANONICAL SCORES & MERGE WITH FACTOR SCORE FILE
PARAMETERS TO COMPUTE CANONICAL SCORES
FACTOR AND CANONICAL SCORE FILE
NESTED ANALYSIS OF VARIANCE
ANALYSIS OF VARIANCE STATISTICS

CHART XI


XI
EDITED TEACHER QUESTIONNAIRE DATASET
MULTI-DIMENSIONAL SCALING
STATISTICS

Final Analyses

Student Performance Data, Student Background Data, and Student Attendance Data

The student data file containing matched spring and fall test data was now matched with student background and attendance data. The resulting day school file contained 81 records; the resulting night school file contained 41 records.

These data were analyzed using regression techniques and factor analysis techniques. See Chart XII.

Student Performance Data, Student Background Data, Student Attendance Data and Teacher Observation Data.

The nine teacher observation factor scores and the four teacher canonical discriminant scores were placed on the student file; that is, the scores for a particular classroom were only placed on the records of the students associated with that classroom. The final day school file contained 81 records; the final night school file contained 41 records. A number of regression analyses and factor analyses were run on these files. See Chart XIII. The results of these analyses are described in detail in the body of the report.

CHART XII

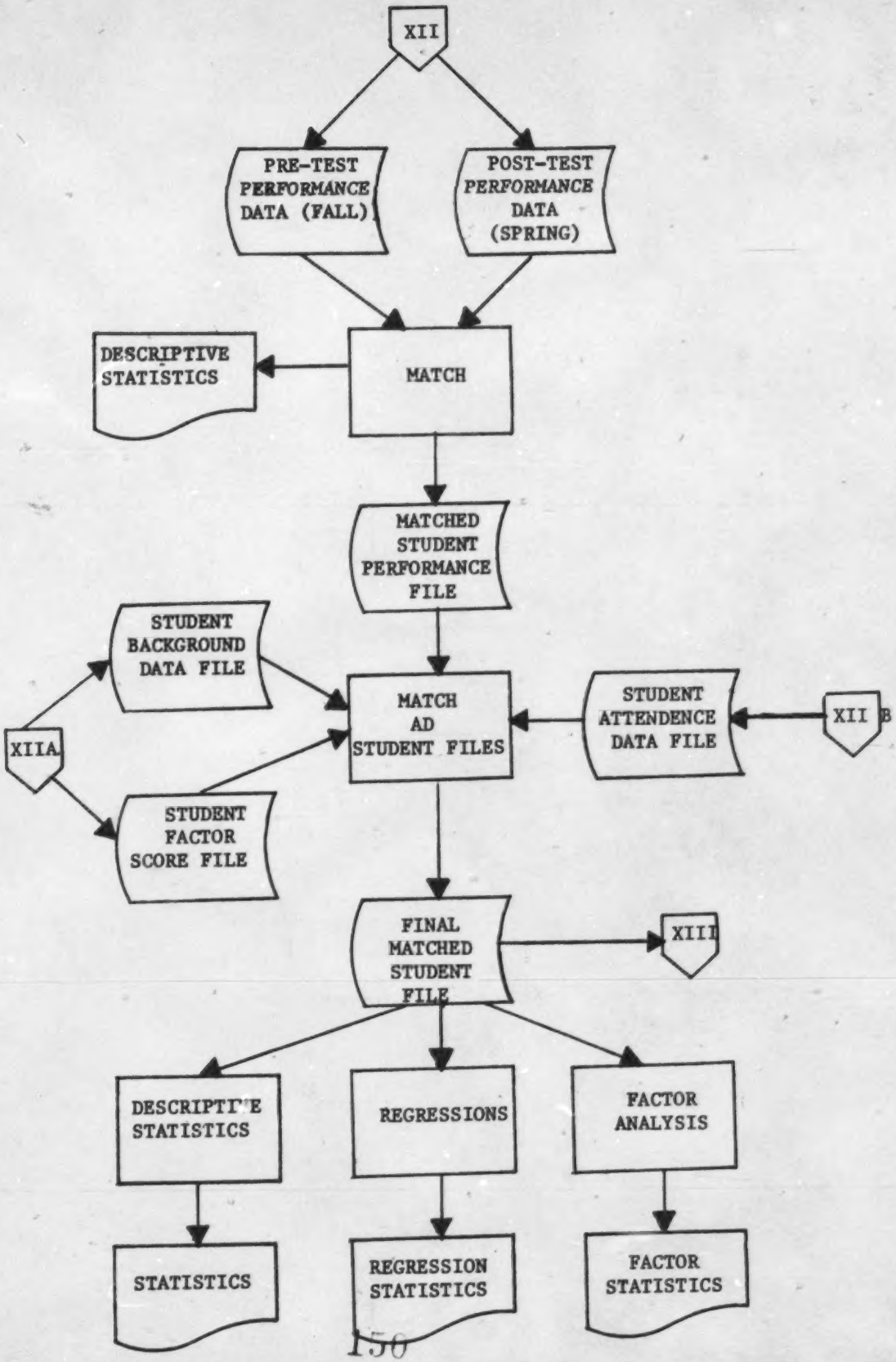
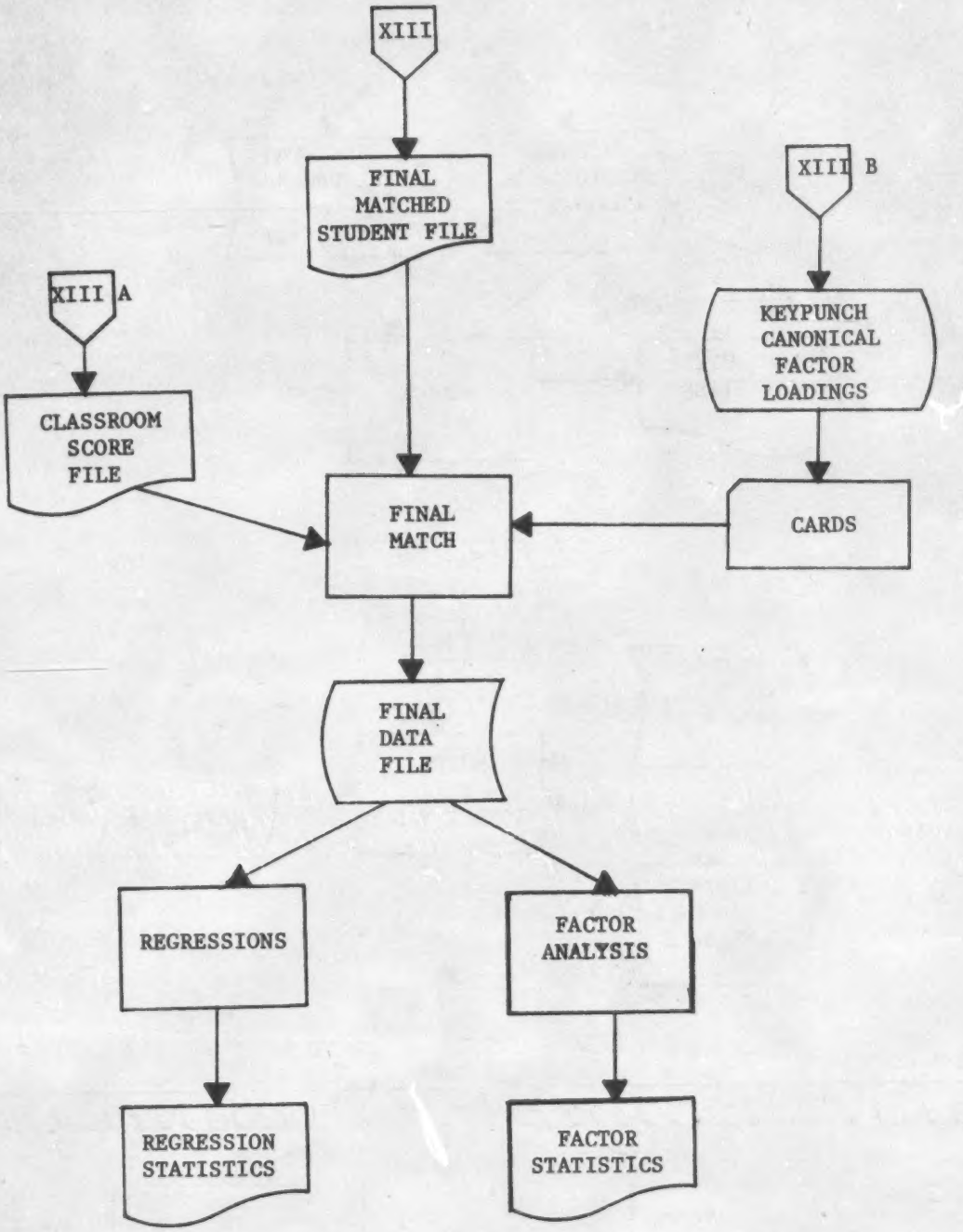

XII
PRE-TEST PERFORMANCE DATA (FALL)
POST-TEST PERFORMANCE DATA (SPRING)
DESCRIPTIVE STATISTICS
MATCH
MATCHED STUDENT PERFORMANCE FILE
STUDENT BACKGROUND DATA FILE
XIIA
MATCH AD STUDENT FILES
STUDENT ATTENDENCE DATA FILE
XII B
STUDENT FACTOR SCORE FILE
FINAL MATCHED STUDENT FILE
XIII
DESCRIPTIVE STATISTICS
REGRESSIONS
FACTOR ANALYSIS
STATISTICS
REGRESSION STATISTICS
FACTOR STATISTICS

CHART XIII


XIII
FINAL MATCHED STUDENT FILE
XIII B
KEYPUNCH CANONICAL FACTOR LOADINGS
XIII A
CLASSROOM SCORE FILE
FINAL MATCH
CARDS
FINAL DATA FILE
REGRESSIONS
FACTOR ANALYSIS
REGRESSION STATISTICS
FACTOR STATISTICS

APPENDIX E

CLASSROOM INTERACTION FACTOR PATTERN AND FACTOR INTERCORRELATION MATRICES

TABLE 1

Day-School Factor Pattern

	I	IX	V	IV	VII	III	II	VI	VIII	COMMUNALITY
DRILL	---	---	.13	- .20	---	.13	---	---	---	.06
OTHR	---	---	- .13	.20	---	- .13	---	---	.05	.06
NO MATLS	- .08	- .14	---	.05	.07	- .06	---	---	---	.03
RODS	.05	---	---	---	- .06	.08	- .07	---	---	.03
CARTOONS	---	---	---	---	---	---	---	---	---	.01
PICTURES	---	.06	---	---	.05	---	---	---	.12	.02
MIMEO	---	.15	---	---	---	- .05	---	---	- .07	.04
OBJECTS	---	- .09	---	---	---	---	- .05	---	---	.02
SIGHTWDS	---	.24	.05	- .06	- .12	---	---	---	- .06	.07
Q&A	---	- .05	.09	- .07	---	.13	---	---	- .28	.11
FREE RES	---	---	- .05	---	---	---	---	---	.39	.16
REPEAT	---	.06	- .06	- .14	---	- .08	---	---	---	.03
DIRECTED	---	.07	---	---	---	.10	---	---	---	.02
DISCUSSN	---	- .06	- .08	---	---	- .09	---	---	---	.01
TB1-QUES	---	---	---	---	.68	.46	---	---	---	.50
TB1-MODL	---	---	.91	---	---	- .35	---	---	.12	.95
TB1-WOB	---	- .11	---	---	---	- .35	---	---	- .07	.12
TB1-SR	- .06	---	.13	---	.10	.08	---	---	.05	.03
TB1-DIR	.12	.45	---	---	- .44	---	.13	---	---	.36
TB1-EXP	---	- .08	- .06	---	---	- .27	---	---	- .05	.07
TB1-OTHR	---	.26	.25	.57	---	.07	---	---	---	.48
CLASS	---	---	.06	---	---	- .70	---	---	- .20	.57
GROUP	---	---	- .06	---	---	- .09	---	.07	---	.02
INDIVDL	---	---	- .05	---	---	.71	---	---	.19	.58

TABLE 1 (Continued)

	I	IX	V	IV	VII	III	II	VI	VIII	COMMUNALITY
SB1-ANSR	---	---	---	---	.68	.64	---	---	- .21	.67
SB1-PRAC	---	---	.59	---	---	- .36	.05	---	---	.49
SB1-FREE	---	---	.19	---	- .15	---	---	---	.68	.49
SB1-WOB	---	.14	---	---	- .15	---	---	---	---	.04
SB1-READ	---	.43	---	---	- .37	---	.13	---	---	.32
SB1-CNOT	---	---	---	---	---	---	---	---	---	.00
SB1-AQ	---	- .08	- .08	---	- .46	.05	- .05	- .06	.05	.24
SB1-CONV	---	- .06	- .14	---	---	- .18	---	.06	---	.05
SB1-SFBK	- .05	.08	---	---	---	---	---	.27	---	.07
SB1-OTHR	.05	---	- .24	.40	---	- .27	---	---	---	.26
FB-CORR	.64	---	---	---	---	---	.48	---	---	.73
FB-OK	.17	- .05	---	---	---	.14	---	---	---	.08
FB-POS	---	---	.05	.05	.08	.17	---	---	---	.03
FB-NEG	.07	- .14	---	---	---	---	.05	.08	- .05	.05
FB-OTHR	---	---	---	---	---	---	---	---	---	.01
TB2-MODL	---	- .06	---	---	---	---	.92	---	---	.84
TB2-PROM	.86	---	---	---	---	---	---	---	.09	.73
TB2-ATR	.06	- .10	---	---	---	---	---	---	---	.02
TB2-REP	---	- .06	---	---	---	.11	---	---	- .05	.03
TB2-EXP	---	- .29	---	---	- .19	---	---	---	- .06	.14
TB2-WOB	.05	---	---	---	.05	.09	---	---	.14	.05
TB2-DIR	.09	- .25	---	---	- .13	---	---	.05	- .08	.12
TB2-ALT	.34	.08	.33	.08	- .07	---	.19	---	- .06	.31
TB2-OTHR	- .07	- .14	---	.23	- .10	.06	---	---	---	.10
TB2-QUES	.30	- .15	---	---	---	---	---	---	---	.15

TABLE 1 (Continued)

	I	IX	V	IV	VII	III	II	VI	VIII	COMMUNALITY
SB2-SMODL	.29	- .17	---	---	- .07	---	.06	.08	---	.19
SB2-SPROM	.32	- .13	---	---	- .12	---	---	.07	---	.16
SB2-ANSR	.80	- .08	.05	---	---	---	---	---	---	.70
SB2-WOB	---	- .05	---	---	---	---	---	.08	---	.02
SB2-FREE	---	- .09	---	---	---	---	.05	---	.17	.04
SB2-PRAC	---	---	.18	---	---	---	.88	---	---	.84
SB2-READ	---	.16	---	---	- .14	---	.14	---	---	.07
SB2-CNOT	---	---	---	---	- .02	---	---	---	---	.00
SB2-AQ	.05	- .20	---	---	- .19	---	---	---	- .08	.10
SB2-CONV	---	- .06	---	---	---	---	---	---	---	.01
SB2-SFBK	.16	---	---	---	---	---	---	.53	.07	.34
SB2-OTHR	---	- .16	- .08	.39	---	---	---	---	---	.16
C1-GENLC	---	- .08	---	.07	---	- .09	.05	.17	---	.05
C2-SRSPN	---	---	---	---	---	---	---	1.00	---	.99
C3-TA-NV	.73	.14	---	.05	.06	---	---	- .14	.05	.50
C4-BLDEX	---	- .05	---	---	---	- .05	.21	---	---	.05
C5-READG	---	---	.06	- .15	---	---	---	---	---	.02
C6-TRSPN	---	---	---	---	---	---	---	---	---	.00
C7-OTHR	---	---	---	1.00	---	---	---	- .05	---	.99
TIME	---	---	- .17	.23	---	- .19	---	---	---	.10
VARIANCE	2.89	.84	1.57	1.62	1.40	1.65	2.01	1.43	.88	.00

TABLE 2

Day-School Factor Correlations

	I	IX	V	IV	VII	III	II	VI	VIII
I	1.00	- .20	.00	.00	- .02	.37	.10	.13	.04
IX	- .20	1.00	-.13	.03	.12	- .26	- .03	- .13	- .14
V	.00	- .13	1.00	.14	- .05	- .02	.14	- .01	- .09
IV	.00	.03	.14	1.00	-.17	-.01	.10	-.01	-.11
VII	- .02	.12	-.05	-.17	1.00	- .27	- .02	- .08	.07
III	.37	- .26	-.02	-.01	- .27	1.00	.08	.08	.01
II	.10	- .03	.14	.10	- .02	.08	1.00	.01	- .08
VI	.13	- .13	-.01	-.01	- .08	.08	.01	1.00	.02
VIII	.04	- .14	-.09	-.11	.07	.01	- .08	.02	1.00

TABLE 3

Night-School Factor Pattern

	III	VI	V	IV	II	IX	VII	VIII	I	COMMUNALITY
DRILL	---	---	---	---	---	---	---	---	---	.00
OTHR	---	---	---	---	---	---	---	---	---	.00
NO MATLS	.05	.07	-.08	---	-.11	---	---	---	.08	.04
RODS	---	-.11	---	---	.08	-.10	.10	---	---	.04
CARTOONS	---	---	---	---	---	---	---	---	---	.00
PICTURES	-.06	.05	.07	.08	---	---	.19	---	---	.07
MIMEO	-.06	---	.07	---	.06	.06	-.16	---	-.09	.06
OBJECTS	---	---	---	---	---	---	---	---	---	.00
SIGHTWDS	---	---	---	---	---	---	---	---	---	.00
Q&A	---	---	---	---	---	.07	.07	---	---	.01
FREE RES	---	---	---	---	---	-.07	-.07	---	---	.01
REPEAT	---	---	---	---	---	---	---	---	---	.00
DIRECTED	---	---	---	---	---	---	---	---	---	.00
DISCUSSN	---	---	---	---	---	---	---	---	---	.00
TB1-QUES	---	.05	---	.44	---	-.05	.49	---	---	.53
TB1-MODL	---	---	---	---	---	---	---	---	.95	.92
TB1-WOB	---	---	---	-.30	---	---	.17	---	-.07	.11
TB1-SR	---	---	---	.09	---	-.09	-.09	-.05	---	.02
TB1-DIR	---	---	.17	---	-.18	.44	-.36	---	---	.44
TB1-EXP	---	.17	---	-.19	---	---	.08	---	---	.07
TB1-OTHR	---	---	---	-.09	-.20	---	.06	---	---	.06
CLASS	---	---	---	-.81	---	---	.51	---	---	.81
GROUP	---	.05	---	-.06	---	---	---	---	---	.01
INDIVDL	---	---	---	.81	---	---	-.51	---	---	.81

TABLE 3 (Continued)

	III	VI	V	IV	II	IX	VII	VIII	I	COMMUNALITY
SB1-ANSR	---	---	---	.76	---	---	.42	---	---	.83
SB1-PRAC	---	---	---	-.05	---	---	-.05	---	.78	.61
SB1-FREE	---	.10	---	---	.05	-.08	-.21	---	---	.06
SB1-WOB	.23	---	---	---	---	.10	-.05	-.11	---	.07
SB1-READ	-.14	---	.29	---	---	.56	-.46	---	-.15	.75
SB1-CNOT	-.05	---	---	---	---	---	---	---	---	.00
SB1-AQ	-.05	.12	-.05	---	---	-.07	-.26	---	---	.08
SB1-CONV	---	---	---	---	---	---	.08	---	---	.01
SB1-SFBK	---	.55	---	---	-.07	---	.06	-.05	---	.32
SB1-OTHR	---	---	---	---	-.86	---	---	---	---	.74
FB-CORR	.44	---	.73	---	---	---	---	---	---	.81
FB-OK	.10	---	---	.10	---	.07	---	---	---	.03
FB-POS	.07	---	---	.15	---	---	-.05	---	---	.03
FB-NEG	.10	---	-.06	.06	---	.14	.05	---	.05	.04
FB-OTHR	---	---	---	---	---	---	---	---	---	.00
TB2-MODL	---	---	.57	---	---	.10	---	.07	.68	.81
TB2-PROM	.76	---	.09	---	---	---	-.10	---	-.06	.63
TB2-ATR	---	---	---	---	---	---	-.05	---	---	.01
TB2-REP	---	.16	---	.20	---	.10	---	.22	---	.15
TB2-EXP	---	.12	-.06	---	---	.09	-.08	.18	---	.06
TB2-WOB	-.05	-.10	---	.16	---	-.06	---	.12	---	.05
TB2-DIR	.29	---	-.12	---	---	.31	.11	---	.05	.17
TB2-ALT	.47	-.07	---	---	---	.25	---	.10	---	.31
TB2-OTHR	---	---	---	.05	-.17	-.06	-.07	---	---	.04
TB2-QUES	---	---	---	---	---	---	---	.72	---	.52

TABLE 3 (Continued)

	III	VI	V	IV	II	IX	VII	VIII	I	COMMUNALITY
SB2-SMODL	.14	.11	.30	---	---	---	- .10	---	---	.15
SB2-SPROM	.19	.11	-.07	.08	---	.23	.11	.14	---	.16
SB2-ANSR	.56	---	---	---	---	---	---	.67	---	.97
SB2-WOB	.34	---	.05	-.07	---	.06	---	-.05	---	.11
SB2-FREE	.12	---	.05	---	---	-.08	-.06	-.06	---	.03
SB2-PRAC	---	---	.74	---	---	---	---	---	.67	.93
SB2-READ	.19	---	---	---	---	.54	---	---	---	.33
SB2-CNOT	---	---	---	---	---	---	---	---	---	.00
SB2-AQ	---	---	.07	---	---	---	-.08	---	---	.01
SB2-CONV	---	---	---	.05	---	.05	.07	---	---	.01
SB2-SFBK	.08	.42	-.06	---	---	---	---	.21	---	.26
SB2-OTHR	---	---	---	---	---	---	---	---	---	.00
C1-GENLC	---	.24	---	-.06	---	.15	---	-.05	.16	.12
C2-SRSPN	---	.99	---	---	---	---	---	---	---	1.00
C3-TA-NV	.38	---	---	---	---	---	---	-.11	---	.14
C4-BLDEX	---	---	---	---	---	---	---	---	---	.00
C5-READG	---	---	---	---	---	---	---	---	---	.00
C6-TRSPN	---	.10	---	.10	---	---	.06	-.06	.07	.03
C7-OTHR	---	---	---	---	.99	---	---	---	---	.99
TIME	---	---	---	-.13	-.17	---	.05	---	---	.06
VARIANCE	1.86	1.70	1.7.	1.74	1.88	1.18	1.36	1.28	2.46	.00

TABLE 4

Night-School Factor Correlations

	III	VI	V	IV	II	IX	VII	VIII	I
III	1.00	.06	.17	.21	.03	- .02	- .05	.26	.02
VI	.06	1.00	.05	.16	.01	.07	.15	.11	.00
V	.17	.05	1.00	.21	.07	.18	.02	.20	- .06
IV	.21	.16	.21	1.00	.14	.01	.14	.20	- .12
II	.03	.01	.07	.14	1.00	.03	.02	.03	- .01
IX	- .02	.07	.18	.01	.03	1.00	- .11	- .06	.02
VII	- .05	.15	.02	.14	.02	- .11	1.00	.02	.02
VIII	.26	.11	.20	.20	.03	- .06	.02	1.00	- .02
I	.02	.00	- .06	- .12	- .01	.02	.02	- .02	1.00